DOCUMENT RESUME

ED 389 181 FL 023 362

AUTHOR	Bennici, Frank J.; And Others
TITLE	Special Issues Analysis Center (SIAC). Annual Report: Year Three. Volume V: Task Order D100 Report--An Analysis of Language Minority and Limited English Proficient Students from NELS:88. Task Order D150 Report--An Analysis of Educational Services for Language Minority and Limited English Proficient Early Elementary School Students Based on Prospects: The Congressionally Mandated Study of Compensatory Education.
INSTITUTION	Development Associates, Inc., Arlington, Va.; Westat, Inc., Rockville, MD.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	95
CONTRACT	T292001001
NOTE	106p.; The SIAC annual report for year 3 consists of seven volumes, see FL 023 358-364.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Bilingual Education; *Compensatory Education; Data Analysis; Elementary Secondary Education; *English (Second Language); Followup Studies; Grade 1; *High School Students; *Limited English Speaking; Minority Groups
IDENTIFIERS	*Language Minorities

ABSTRACT

Two reports concerning the education of limited-English-proficient (LEP) students are presented. The Task D100 report summarizes demographic characteristics and key research issues associated with high-school-age youth, including students and dropouts, who are identifiable as language minority and LEP in the National Educational Longitudinal Study of 1988 (NELS:88). It also examines the aspirations of these students at the base year and in a follow-up survey, describes school programs and courses for this population, and describes student persistence and academic performance through high school. The Task D150 report focuses on first-grade cohort data from an earlier study and explores other data describing services available to language minority and LEP students. Special attention is given to Chapter 1 programs. (MSE)

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Special Issues Analysis Center

Annual Report: Year Three

Volume V: Task Order D100 Report, Task Order D150 Report (Task Six)

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Special Issues Analysis Center

Annual Report: Year Three

Volume V: Task Order D100 Report,
Task Order D150 Report

(Task Six)

1995

Development Associates, Inc.

Research, Evaluation, and Survey Services Division

This report was prepared for the U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, under Contract No. T292001001, Task No. 6. The opinions, conclusions, and recommendations expressed herein do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the Department of Education should be inferred.

SIAC

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YEAR THREE ANNUAL REPORT

The Special Issues Analysis Center (SIAC), as a technical support center, provides assistance to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education (ED). The purpose of the SIAC is to support OBEMLA in carrying out its mission to serve the needs of limited English proficient students. In this role, the SIAC carries out data analysis, research, and other assistance to inform OBEMLA decision-making. These activities are authorized under the Bilingual Education Act of 1988, Public Law 100-297.

The responsibilities of the SIAC are comprised of a variety of tasks. These tasks include data entry and database development, data analysis and reporting, database management design, design of project accountability systems, and policy-related research and special issues papers. This report describes activities carried out by the SIAC in Year Three. A full list of SIAC products for all three years of operation is presented in the Appendix.

This Annual Report consists of seven volumes, which include the overview report on the SIAC activities in Year Three plus six additional volumes. These volumes present copies of selected reports submitted to OBEMLA by the SIAC in the past year, including copies of all task order reports submitted. The contents of each volume are outlined below:

Volume I: Overview of SIAC activities in Year Three;

Volume II: Copies of Short Turnaround Reports (STRs) based on analyses of Title VII application data and other data related to LEP students;

Volume III: The SEA Report/Task Seven;

Volume IV: Task Order 12 and Task Order 13 Reports;

Volume V: Task Order 10 and Task Order 16 Reports;

Volume VI: Task Order 17 and Task Order 19 Reports; and,

Volume VII: Task Order 16 and Task Order 21 Reports.

SIAC

Special Issues Analysis Center

An Analysis of Language Minority and Limited English Proficient Students from NELS:88

Task Order D100

August 14, 1995

Development Associates, Inc.

Research, Evaluation, and Survey Services Division

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CHAPTER 1
TASK ORDER INTRODUCTION

Issues for Analysis

This task involves aggregating and summarizing demographic characteristics and, where sample size allows, analyzing key research issues associated with high-school-age youth, including students and dropouts, who are identifiable as language minority (LM) and limited English proficient (LEP) in the National Educational Longitudinal Study of 1988 (NELS:88).[1] This task is a second in a series of NELS:88 analyses focused on secondary-age LM/LEP youth.[2] This task's primary objectives are to:

- Define and identify language minority (LM) and limited English proficiency (LEP) students;
- Examine aspirations of NELS:88 students at the time of base year and second follow-up surveys;
- Describe school programs and courses of NELS:88 students; and
- Describe student persistence and academic performance through high school.

Analysis carried out for this task order encompasses all sample students and dropouts with data in the base year (BY), the first follow-up (FU1), or the second follow-up (FU2) surveys. Also included are students who were excluded from the base year data collection because of their low levels of English proficiency and then subsequently resampled for the first and second follow-ups. In addition to the data obtained directly from the students and dropouts, the task order also utilizes data from transcripts and the young people's teachers.

The major premise underlying this research is that there are substantial qualitative and quantitative differences in observable and perceived experiences of LEP students relative to non-LEP students, and that these differences remain after controlling for other factors. A second premise is that the educational experiences of students who are from language minority groups, even if they themselves are not judged to limited English proficient, are also different from the experiences of Native English students. This paper examines each of these premises in relationship to each of the four study objectives listed above.

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[1] This work was carried out as part of the Special Issues Analysis Center under subcontract to Development Associates, Inc. for the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education (contract number T292001001).

[2] The results of the first task focused on developing valid definitions of limited English proficiency and language minority status and then describing the demographic characteristics of young people who met those definitions in the NELS:88 base year and first follow-up samples. The results are presented in Strang, W., Winglee, M., and Stunkard, J. (December 1993). Characteristics of Secondary-School-Age Language Minority and Limited English Proficient Youth. Special Issues Analysis Center, Washington, DC: OBEMLA, U.S. Department of Education.

Methodology

NELS:88 is being implemented to follow young people who were in the eighth grade during the 1987-88 school year through their teenage years and into young adulthood. Base year data collection (during 1987-88) involved in-school students and their parents, administrators of the schools in which they were enrolled, and two of their eighth grade teachers. The first follow-up, which took place during 1989-90, involved students, dropouts, teachers, and schools. The second follow-up, which took place in 1991-92, involved students, dropouts, teachers, parents, and schools. In all 3 waves, cognitive tests were administered to the youth. Detailed information about NELS:88 is provided in Appendix A; limited background information is provided where necessary in the body of the report.

In addition to the basic national samples, NELS:88 includes several augmentations to provide more detailed information about "rare" subgroups than can normally be developed from survey data simply because the resulting sample sizes for those subgroups are almost always too small. In particular, OBEMLA provided funds to NCES for a supplementary sample of approximately 2,200 eighth-graders who were potentially language minority (LM)/limited English proficient (LEP), which involved oversampling students in the sampled schools who had Asian/Pacific Islander or Hispanic surnames.

The Hispanics and Asian/Pacific Islanders were selected at a higher than normal rate in the base year, were disproportionately retained in subsequent follow-ups, and, when they were judged by their schools as being sufficiently proficient in English to take the survey, were added to the regular cohorts.[3] Despite this effort to include relatively large numbers of students who were probably LM/LEP, the reality was that many of those eighth graders most likely to be the least proficient in English did not participate. Principals in the sampled schools were permitted some discretion in excluding students who could not complete the questionnaire or cognitive tests because of disabilities or low levels of English proficiency. As a result, from about one-third to one-half of the expected LM/LEP students were designated as ineligible for base year data collection.

Although this means that much of the potential value of the data base is lost, it is still the case that without the augmentation, the data base would have virtually no utility for studying LM/LEP youth. The major limitation arises for analysis based upon 8-10 and 8-12 longitudinal panels. Because the base year ineligibles (BYI) are not part of the eighth grade cohort, they are not part of the two longitudinal panels either. It was possible for BYIs to enter the NELS:88 cross sections at FU1 and FU2 through the freshening process, and to be included in the 10-12 longitudinal panel; however, the numbers added at those points are not particularly large. Further, as will be noted in this report, the dropout rate was highest for LEP students, so fewer cases were available by grades 10 or 12 to provide information about their schooling.

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[3] In addition to students added back into the regular cohorts because their English proficiency level was judged sufficient, young people judged proficient enough in Spanish were administered tests and surveys in Spanish beginning in FU1.

NELS:88 gathered data on the numbers of base students determined to be ineligible to facilitate inferences to the larger population that includes such persons. About 5.3 percent of the students at BY sample schools were excluded from participation. Of these, 57 percent were excluded because of mental disability, 35 percent because of language barriers, and 8 percent because of physical disability; that is, about 1.9 percent (i.e., 0.053 * .35) of the original sample was excluded because of language barriers.

Potential bias underlines the need for caution in the use of language minority data. There is a significant undercoverage in the NELS:88 data of the portion of the language minority population that is more severely limited in English proficiency (LEP) or non-proficient (NEP) in English. This undercoverage is most severe for the base year questionnaire data, and for cognitive test results from all waves of NELS:88.

This task utilizes: (1) the Fall 1992 NELS:88 CD-ROM (public use file), which provides 11 distinct analytical samples (i.e., 3 longitudinal panels and 8 cross sections of students); (2) NELS:88 Confidential Transcript files; and, (3) a special datafile from NORC used to determine the reason for base year ineligibility. We examine some of the experiences of students who were identified as BYIs as a result of their limited English proficiency. Because these students, and other BYIs were excluded by the NELS:88 contractor from the sampling frame, they are not accounted for by sample weighting. Therefore, population estimates for the data file fall short of full 1987-88 eighth-grade enrollment figures. These types of exclusions limit our ability to describe in an unbiased way special populations of interest, such as all dropouts or all language minority students.

For this study, we define three groups of youth based upon their language background and their English language proficiency. First, youth are identified as either language minority (LM) or as not language minority (Non-LM or Native English). Then, the LM students are further identified as limited English proficient (LEP) and other language minority (Other LM). There is a small group (about 0.1 percent) of youth for whom LM status could not be determined. Because the number of these unknowns is so small, they are generally ignored throughout the analysis. Appendix B provides a more complete description of the determination of language minority and limited English proficiency status.

Table 1 provides weighted estimates of student populations from the 3 panels and 8 cross sections of the NELS:88 data, by LM/LEP status (Appendix A describes each of the 11 analytical samples). Table 2 provides the percentage distribution of those same students. LEP youth represent fewer than 1.0 percent of the weighted estimates of the number of students in each of the samples. Table 3 presents the unweighted number of youth for each sample to indicate the size of the LM/LEP status subgroups actually available for analysis.

Transcript records were used in this analysis to identify the coursework of students, the educational track in high school, and their grades. Cognitive test results were used to determine academic progress of NELS:88 youth over the three NELS:88 waves.

With the 8-12 longitudinal panel it is possible to track a representative sample of students across a four-year period. This study looks at student aspirations beginning in 8th grade, then follows the students as they mature in order to determine how they progress relative to their aspirations. Specifically, we examine course taking, persistence, and academic performance. Student aspirations for the period after high school are also considered.

Table 1
Estimates of Student Populations by LM/LEP Status

NELS:88 Student Samples	LM/LEP Status				Total
	LEP	Other LM	Native English	Unknown	
8th grade cross section	21,132	587,780	2,396,384	2,785	3,008,080
10th grade cross section	11,077	558,674	2,305,882	1,659	2,877,292
12th grade cross section	8,967	466,030	2,058,352	1,613	2,534,961
FU1 cross section	17,113	632,913	2,565,033	2,010	3,217,069
FU2 cross section	18,751	619,511	2,583,793	2,044	3,224,099
8-10 panel	19,156	582,750	2,403,683	2,224	3,007,813
10-12 panel	20,143	579,502	2,368,850	2,340	2,970,835
8-12 panel	11,307	547,661	2,265,136	1,722	2,825,826

Because the public-use CD file does not permit the determination of the reason for base year ineligibility, we obtained a special file from the NELS:88 contractor. The file contained a student identification code and a variable describing the reason for ineligibility.[4] There were 177 students from the matched files that were identified as ineligible for the base year because of low levels of English proficiency ("base year ineligibles"). Because base year ineligible youth did not participate in the BY survey, and some did not participate in the FU1 survey, LM/LEP status for those individuals was not determined using the definitions used for students for whom relatively complete data were available. Further, among the 177 base year ineligibles, fewer than one-half have transcript information or cognitive test data available.

[4] The NELS:88 contractor (NORC) file did not match up perfectly with the CD-ROM file provided by NCES: specifically, there were matches for 20,916 cases; there were 55 fewer cases on the NORC file; 272 cases from the NORC file were not on the CD file; and, 217 cases from the CD file were not on the NORC file.

Table 2
Weighted Distribution of Youth within NELS:88 Sample Populations, by LM/LEP Status

NELS:88 Student Samples	LM/LEP Status				Total
	LEP	Other LM	Native English	Unknown	
8th grade cross section	0.7	19.5	79.7	0.1	100.0
10th grade cross section	0.4	19.4	80.1	0.1	100.0
12th grade cross section	0.4	18.4	81.2	0.1	100.1
FU1 cross section	0.5	19.7	79.7	0.1	100.0
FU2 cross section	0.6	19.2	80.1	0.1	100.0
8-10 panel	0.6	19.4	79.9	0.1	100.0
10-12 panel	0.7	19.5	79.7	0.1	100.0
8-12 panel	0.4	19.4	80.2	0.1	100.1

Table 3
Unweighted Number of Students, by LM/LEP Status

NELS:88 Student Samples	LM/LEP Status				Total
	LEP	Other LM	Native English	Unknown	
8th grade cross section	212	6,020	18,344	23	24,599
10th grade cross section	105	4,157	13,478	13	17,753
12th grade cross section	82	3,632	12,389	11	16,114
FU1 cross section	134	4,588	14,657	15	19,394
FU2 cross section	137	4,437	14,633	13	19,220
8-10 panel	134	4,038	13,237	15	17,424
10-12 panel	98	3,875	12,765	11	16,749
8-12 panel	123	3,789	12,564	13	16,489

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CHAPTER 2
LEP STUDENTS AND THEIR EXPERIENCES

Characteristics of the Students

Being LEP as a high school-age youth in this country generally means you are also poorer, older, and more likely to be from a minority group than youth who are Native English or Other LM. Table 4 presents a few general characteristics of students from the 8-12 student panel, by LM/LEP status. Most LEP students are Hispanic, followed by American Indian and Asian/Pacific Islanders. Hispanics and Asian/Pacific Islanders also make up a larger percentage of Other LM students than of Native English youth. LEP youth tend to be older (60 percent were born before 1974 compared to about 36 percent for Other LM and Native English). Perhaps the most important finding is that the vast majority of LEP youth come from families at the low end of the income distribution; fully 70 percent of LEP youth are found in the bottom quartile of socio-economic status.

Another way of looking at the characteristics of LEP students is to look at the relationship between those characteristics and LEP status. Logistic regression was used with the 8th grade cross section to identify student characteristics that determine the probability of being a student with limited English language proficiency. The dependent variable (i.e., LEP status) is dichotomous, taking the value of 1 to indicate being a LEP youth and 2 to indicate not being a LEP youth (with Other LM and Native English youth grouped together). Explanatory variables included the characteristics of sex, age, race/ethnicity, and socioeconomic status. The results of the logistic regression are presented in Table 5. Those results indicate that socio-economic status is significant, controlling for race/ethnicity, and race/ethnicity is significant, controlling for socio-economic status. Specifically, if a youth is Hispanic or American Indian, from the lowest socio-economic status quartile, and over age for his/her grade compared to other students in the 8th grade, then that youth is more likely to be LEP.

Characteristics of their Schools

Tables 6 and 7 present selected characteristics of the schools attended by the 8-12 panel of NELS:88 youth. Table 6 presents the percentages of minority group students in those schools. More than half (55 percent) of all LEP youth attended schools with at least 91 percent of student body being minorities, compared to only 19 percent of Other LM students and 5 percent of Native English students. In contrast, 54 percent of Native English youth attended schools with fewer than 10 percent of the student body coming from minority groups, compared to 28 percent for Other LM students and only 5 percent for LEP students.

TABLE 4
Demographic Characteristics of Weighted NELS:88 8-12 Panel Sample, by LM/LEP Status

Characteristics	LM/LEP Status		
	LEP	Other LM	Native English
SEX	n=20143	n=579,502	n=2,368,849
Male	47 %	51 %	50 %
Female	53	49	50
RACE/ETHNICITY	n=19,813	n=577,865	n=2,360,098
Asian/Pacific Islander	16 %	13 %	1 %
Hispanic	53	43	2
Black	2	7	15
White	9	34	82
Native American	20	3	1
BIRTH YEAR	n=19,713	n=565,520	n=2,338,313
1972	22 %	6 %	5 %
1973	38	31	31
1974	39	61	63
1975	<.5	1	1
SOCIO-ECONOMIC STATUS (SES) QUARTILE	n=20,143	n=579,296	n=2,368,849
1 - Lowest	70 %	36 %	21 %
2	23	23	25
3	5	19	26
4 - Highest	2	22	27

TABLE 5
Logistic Regression to Estimate the Probability of Being LEP

Variable	Parameter	Standard Error	Prob > Chi-Square
INTERCEPT	-3.0973	0.3170	0.0001
Sex	0.0681	0.1771	0.7008
Overage for Grade	0.5740	0.1866	0.0021
Asian/Pacific Islander	0.5636	0.2223	0.0112
White	-2.8366	0.2969	0.0001
Black	-3.0145	0.5895	0.0001
Native American	0.0330	0.4355	0.9395
SES Quartile 2	-0.7678	0.2233	0.0006
SES Quartile 3	-1.5162	0.3198	0.0001
SES Quartile 4 (high)	-2.8070	0.5267	0.0001

Note: Sample limited to unweighted 8th grade cross section; N = 17,112

TABLE 6
Percentage of Minority Students in Schools Attended During the Base Year by LM/LEP Status*

Percentage Minority	LEP (n=18,031)	Other LM (n=553,090)	Native English (n=2,332,770)
0-10	5	28	54
11-20	6	11	14
21-40	9	12	13
41-60	9	11	8
61-90	17	19	6
91-100	55	19	5

* Weighted 8-12 panel students

Table 7 presents structural characteristics of the high schools attended at BY and FU2 by the 8-12 panel of NELS:88 youth. LEP students at BY and FU2 are found almost exclusively in public schools, and at both times, they are much more likely to attend schools in the South and particularly the West than Other LM or Native English Students. LEP and Other LM students are somewhat more likely than their Native English peers to attend schools in urban areas; further, the data for the LEP students show a substantial shift in the distribution by metropolitan status between the base year and second follow-up away from urban areas, which suggests that urban LEP youth are more likely to drop out or otherwise be lost to the study.

TABLE 7
The Characteristics of the Schools Attended by 8-12 Panel Students, by LM/LEP Status at the Base Year and Second Followup

School Characteristics	LEP		Other LM		Native English	
	Base Year	Follow-up 2	Base Year	Follow-up 2	Base Year	Follow-up 2
Control of School	n=20,143	n=9,758	n=579,502	n=424,686	n=2,368,849	n=1,804,196
Public	98 %	100 %	85 %	89 %	89 %	91 %
Private-Religious	1	0	13	10	10	7
Private-Non Religious	1	<.1	2	1	2	2
Urbanicity	n=16,308	n=16,647	n=528,043	n=548,318	n=2,261,149	n=2,275,606
Urban	42	36	37	42	23	25
Suburban	42	31	43	37	44	41
Rural	17	33	21	21	34	34
Region	n=16,308	n=16,647	n=527,501	n=550,235	n=2,258,772	n=2,280,601
Northeast	6	7	21	20	18	19
North Central	2	2	16	16	29	28
South	51	45	30	30	37	37
West	41	46	33	34	15	16

* Based on weighted 8-12 panel sample.

Academic Experiences and Expectations

NELS:88 asked youth questions in each of its administrations about how far they hoped to go in school and what type of program they anticipated for themselves. For the most part, LEP students, as early as the eighth grade, are less likely to see themselves in a college prep or

academic program in high school and are also less likely to see themselves attending and graduating from college than are Other-LM or Native English eighth graders.

High School Programs of Study

Table 8 indicates the program of study that base year (i.e., eighth grade) students expected to enroll in for high school. LEP students had lower expectations (21 percent) for enrolling in "college prep, academic, or specialized academic" coursework than Other LM (27 percent) or Native English students (29 percent). Further, the LEP students were much more likely to respond that they "did not know" (42 percent) than either Other LM (26 percent) or Native English students (24 percent).

TABLE 8
Eighth Grade Students' Anticipated Programs of Study in High School, by LM/LEP Status*

Anticipated Program of Study in High School	LM/LEP Status		
	LEP (n= 20,143)	Other LM (n=579,502)	Native English (n=2,968,495)
College prep, academic, or specialized academic	21 %	27 %	29 %
Vocational, technical, or business and career	20	20	17
General high school	5	12	16
Other	11	13	12
Don't Know	42	26	24
Missing and Multiple Responses	3	3	2
Total	101	101	100

* Base year students in weighted 8-12 panel sample

Table 9 presents eighth grade students' expectations for how far they would go in school. These base year expectations might suggest how motivated the students were toward their high school education and education or training after high school. These expectations may also reflect their self assessment of abilities. LEP students were more than twice as likely to say that they "won't finish high school" or "will graduate high school, but not go further" compared to Other

LM and Native English students. About one-fourth of LEP students saw high school or less in their future, compared to only 11 percent each for Other LM or Native English students. LEP eighth graders also had lower expectations for graduating from college (33 percent for LEP, compared to 37 percent for other LM and 44 percent for Native English students).

TABLE 9
Eighth Grade Students' Anticipated Level of Educational Attainment, by LM/LEP Status

Anticipated Level of Educational Attainment	LM/LEP Status		
	LEP (n=20,143)	Other LM (n=579,502)	Native English (n=2,368,849)
Won't finish high school	4 %	2 %	1 %
Will graduate from high school, but not go further	22	9	10
Will go to vocational, trade, or business school after high school	11	9	9
Will attend college	17	15	13
Will graduate from college	33	37	44
Will attend higher level of school after graduating from college	13	27	21
Missing	0	2	1
Total	100	101	100

* Base year students in weighted 8-12 panel sample

Transcript records collected during the second follow-up provide information about the high school educational tracks that were actually followed by NELS:88 youth. Table 10 indicates the educational tracks of study for each of the three LM/LEP status subgroups from the 8-12 panel. LEP youth were much less likely to have followed either a "rigorous academic" or "academic" track (39 percent) than either Other LM (59 percent) or Native English (62 percent) youth. Moreover, LEP youth were much more likely to have been categorized as having taken a "none-of-the-above" track of study (48 percent for LEP compared to 32 percent for Other LM and 26 percent for Native English youth).

TABLE 10
Students' Actual High School Education Track, by LM/LEP Status*

Education Track	LEP (n=18,098)	Other LM (n=553,023)	Native English (n=2,353,920)
Rigorous Academic	10 %	16 %	17 %
Academic	29	42	44
Vocational	4	5	6
Rigorous Academic and Vocational	1	1	1
Academic and Vocational	9	5	6
None of the Above	48	32	26
Total	100	100	100

* Weighted 8-12 panel sample, at FU2.
Note: Education track is determined from Transcript File.

Dropping Out of School

Table 11 indicates whether an 8-12 panel youth remained in school and in the grade of normal progression over the course of high school years. By the time of the first follow-up study, 19 percent of LEP youth, compared to 7 percent of Other LM and 6 percent of Native English youth had dropped out of school. In addition, 17 percent of LEP youth, compared to 5 percent of Other LM and 4 percent of Native English youth, were still in school but were out of the normal age-grade sequence. At the time of the second follow-up study, 47 percent of LEP youth had dropped out of school, compared to 19 percent of Other LM and 14 percent of Native English youth. At the second follow-up, the percentage of each group "in school, but not in grade" is relatively low and not significantly different across the three LM/LEP status groups, which suggests that youth who fall behind early probably drop out without returning.

Table 12 illustrates the dropout behavior of youth at FU1 and FU2. Some youth drop out and then return to school, some drop out without returning, and some enter alternative programs to complete their high school equivalency. LEP youth were much more likely than Other LM and Native English youth to drop out and not return.

TABLE 11
Enrollment Status of Youth at First and Second Followups, by LM/LEP Status

Enrollment Status	LEP (n=20,143)	Other LM (n=579,502)	Native English (n=2,368,849)
First Follow-up			
In school, in grade	64 %	88 %	90 %
In school, out of grade	17	5	4
Dropout	19	7	6
Second Follow-up			
In school, in grade	49	77	83
In school, out of grade	4	4	3
Dropout	47	19	14

* Weighted 8-12 panel sample, at FU1 and FU2.

At BY, only 4 percent of LEP youth anticipated not finishing high school. Table 13 presents the expectations of dropouts, as of FU2, for eventually graduating from high school. There is some difference in terms of the LM/LEP status of the group, with about 48 percent of LEP dropouts rating their chances for high school graduation as "very low" or "low," compared to 40 and 42 percent for the other groups.

Table 14 tracks the enrollment status of the 177 youth who were judged to be ineligible for the base year because of very low levels of English proficiency. Half of the base year ineligible youth remained in school--and in grade; 15 percent had dropped out of school; and 29 percent were either out of scope (e.g., moved out of the country or deceased) or had unknown enrollment status.

TABLE 12
Dropout Status of Youth at First and Second Followups, by LM/LEP Status

DROPOUT STATUS	LEP (n=20,143)	Other LM (n=579,502)	Native English* (n=2,368,849)
FU1 Dropout Status			
did not drop	75 %	92 %	94 %
dropped out, but returned	6	1	1
dropout, no return	19	7	6
more than one episode	0	<1	<1
FU2 Dropout Status			
did not drop	52	80	85
dropout returned	1	1	1
alternative student	9	7	5
dropout, no return	37	12	9
FU2 Ever Dropped Out			
yes	49	21	16
no	51	79	84

* Weighted 8-12 panel sample, at FU1 and FU2.

To help understand why some students drop out of school, Table 15 presents the reasons cited by school dropouts for leaving school. The single most common response across all dropouts is that "I didn't like school." LEP youth were more likely than Other LM and Native English dropouts to respond that they faced discipline problems at schools (i.e., they were suspended, expelled from school, or couldn't get along with teachers), got a job, had to support their family, or wanted to have a family. The latter reason contrasts strikingly with the responses of the dropouts in the other groups who reported they become pregnant or a parent. Other LM and Native English dropouts also were more likely to say they felt they didn't belong at school or were failing.

TABLE 13
Dropouts' Expectation at FU2 About Graduating from High School

Dropouts' Self-reported Chances of Graduating from High School	LEP n= 8,773	Other LM n=95,961	Native English n=288,248
Very low	14 %	29 %	29 %
Low	34	11	13
About fifty-fifty	15	19	17
High	13	13	13
Very high	16	19	18
Missing	8	11	11
Total	100	100	100

* Based on 8-12 panel sample; asked at FU2 of dropouts.

TABLE 14
Enrollment Status of Youth Identified as Base Year Ineligible Because of Low Levels of English Proficiency

Status	At BY	At FU1	At FU2
In school, in grade	0	98	90
In school, out of grade	0	23	8
Dropout	0	10	27
Ineligible	177	18	0
Out of scope	0	21	25
Status unknown	0	7	27
Total	177	177	177

TABLE 15
Reasons for Dropping Out of School, by LM/LEP Status

[illegible]	LEP	Other LM	Native English
I got a job	36 %	27 %	27 %
I didn't like school	38	36	45
I couldn't get along with teachers	36	24	26
I couldn't get along with other students	11	14	14
I wanted to have a family	25	10	9
I was pregnant	10	28	33
I became a parent	11	15	17
I had to support my family	39	14	12
I was suspended from school	23	10	15
I didn't feel safe at school	10	7	8
I wanted to travel	0	6	6
My friends have dropped out of school	11	7	10
I had to care for a family member	11	11	12
I was expelled from school	21	8	11
I feel I didn't belong at school	14	19	24
I couldn't keep up with my school work	24	28	29
I was failing school	20	37	39
I got married or planned to get married	19	16	12
Changed schools, didn't like new school	6	13	10
Couldn't work & go to school at same time	14	21	20
I had a drug/alcohol problem	4	3	6
I have other problem	21	31	29

* Weighted 8-12 panel dropout sample, at FU1 and FU2.
"n" is not constant across responses: LEP n is about 7,200
Other LM n is about 91,000
Native English n is about 275,000

Coursework

Table 16 presents the average number of units in coursework based on the transcripts, by subject area, for the 8-12 panel as of the second NELS:88 follow-up. Tests for statistical significance between the average number of units are also presented. LEP youth consistently have lower average units of coursework relative to other youth, except in English and Computer Science where the differences are negligible. Because some of the difference can be explained by the fact that LEP youth are more likely to drop out or be behind a grade, the analysis was also conducted with only seniors of the 8-12 panel. When this adjustment is made, the differences in average units of coursework across LM/LEP status groups are greatly reduced.

TABLE 16
Average Number of Coursework Units Achieved[a], by LM/LEP Status[b]

Coursework Area	LEP	Other LM	Native English	Statistical Significance of Difference		
				LEP vs. Other LM	LEP vs. Native English	Other LM vs. Native English
Science	1.92	2.49	2.65	***	***	***
Mathematics	2.35	2.80	2.89	***	***	***
Social Studies	2.45	2.93	3.10	***	***	***
Computer Science	0.42	0.51	0.48			*
General Introductory Vocational	0.17	0.24	0.30		***	***
English	3.54	3.61	3.67			*

[a] Based on NAEP course classification system.
[b] Based on weighted 8-12 panel sample
Unweighted n: LEP=104; Other LM=3,216; native English=10,952.

* = statistically significant at .05 level.
** = statistically significant at .02 level.
*** = statistically significant at .01 level.

Table 17 presents the number of NELS:88 students by LM/LEP status who were enrolled in advanced placement courses. Although LEP students participated in 4 of the 13 advanced placement courses identified in the transcripts file, only 1 LEP student participated in two of the courses, and in another course only 3 LEP students participated. In the four advanced placement courses in which LEP students participated, they represented only a tiny fraction of the overall enrollments in those courses, and represented roughly only one-third of their expected percentage in the courses based on their overall proportion of the population. The low participation of LEP youth in advanced placement coursework might be explained by the fact that many of the schools attended by LEP students might not offer advanced placement courses, or they have few available slots. It is also possible that LEP students are not given sufficient access to these courses, or they do not qualify for the courses.

TABLE 17
Enrollment in Advanced Placement Courses, by LM/LEP Status*

Advanced Placement Course		LEP	Other LM	Native English
Number	Common Title			
110141	Computer Science	1	34	79
141214	Instrumentation Physics 4	0	0	2
160517	German	0	11	43
160907	French	0	135	281
160917	Italian	0	1	5
160924	Latin	0	19	91
160937	Spanish	1	259	359
161315	Spanish for Native Speakers 5	0	8	2
270420	Calculus	9	617	1209
450808	U.S. History	3	205	438
450814	American History	0	318	829
450844	Western Civilization	0	26	71
450856	Modern European History	0	132	369

* Based on unweighted numbers of 8-12 panel students
13 courses; 14 LEP students, 1,765 Other LM students, and 3,778 Native English students

Student Performance/Achievement

Course Grades. The NELS:88 transcript file provides student course grades.[5] Letter grades ranging from A+ to F were converted within the NELS:88 file system to numbers ranging from 1 (A+) to 13 (F) for ease of averaging. (The full scale is presented in Appendix C). With this scaling system, *lower numerical averages imply higher letter grade averages*, i.e., higher rated academic performance. A subset of regular high school courses was selected for analysis based on the criterion that each course have at least 30 LEP sample students enrolled across the country to ensure an adequate statistical sample. This criterion identified 40 courses. LEP student representation in those courses ranged from a low of 0.4 percent in Chemistry 1 to a high of 7.6 percent in Reading Development 1.

Table 18 provides the average numerical grades for these courses, using the 13-point scale described above, as well as the number of LEP students in the sample who were enrolled in the course. The table also indicates the degree of statistical significance for differences in grades across LM/LEP status groups. Although some average grades may appear to be quite different at first glance, those impressions are not always supported by the tests for statistical significance.[6] LEP youth had statistically significant higher average grades than Other LM and/or Native English students in several courses:

- English as a Second Language,
- Spanish 2 (but not Spanish 1),
- English 1 Below Grade Level,
- Science--Unified,
- Physical Education 10, and
- Conditioning and Athletics.

[5] In August of 1992, transcript survey materials were mailed to the principals of the NELS:88 and non-NELS:88 schools attended or most recently attended by sample members eligible for the survey. Abstraction of student- and course-level data from transcripts began in October 1992 and continued through March 1993. Courses were coded using the course catalog for the school or district, in accordance with the Classification System of Secondary Courses, updated for the 1990 NAEP High School Transcripts Study. When a school or district catalog was unavailable, courses were coded by title alone. Complete high school transcripts were obtained for three groups of students (n=17,285): (a) contextual sample--students attending sampled schools in Spring 1992; (b) all dropouts, dropouts in alternative programs, and early graduates, regardless of school affiliation; and (c) triple ineligibles (students who were ineligible for BY, FU1, and FU2) enrolled in 12th grade in Spring 1992.

[6] Apparent differences in average grades may not be statistically significant because of the influence of sample size on the statistical measures used in testing. Average grade differences are more likely to be statistically significant for courses that have larger numbers of students, and for courses that have relatively small differences in the number of persons from each LM/LEP group.

TABLE 18
Average Course Grades, by LM/LEP Status, in Courses with 30 or More LEP Students[a]

Course Number	Course Title	Number of LEP Students	Average Course Grade			Statistical Significance of Differences		
			LEP	Other LM	Native English	LEP vs. Other LM	LEP vs. Native English	Other LM vs. Native English
70711	Typewriting 1	76	7.68	7.03	6.48		***	***
110111	Computer Appreciation	46	6.24	6.31	5.69			***
160121	English as a Second Language	34	7.42	8.77		*		
160933	Spanish 1	98	6.64	6.52	6.54			
160934	Spanish 2	65	4.78	5.93	6.38	***	***	***
230106	English 1, Below Grade Level	40	6.90	8.33	8.53	*	***	
230107	English 1	130	7.60	7.61	7.46			***
230110	English 2	146	8.58	7.91	7.53	*	***	***
230113	English 3	101	8.18	7.75	7.50			***
230116	English 4	80	7.31	7.13	6.89			***
231211	Reading Development 1	66	7.19	7.40	8.20		*	
231311	Functional English 1	46	9.52	8.76	8.53			
260121	Biology, Basic 1	58	8.15	7.88	7.95			
260131	Biology, General 1	133	8.96	7.63	7.43	***	***	***
270106	Mathematics 1, General	73	8.52	8.36	8.52			
270114	Consumer Mathematics	34	9.20	8.58	8.08		*	***
270401	Pre-Algebra	101	9.58	8.79	8.12	**	***	***
270404	Algebra 1	137	8.36	8.25	7.78			***
270405	Algebra 2	56	8.10	7.32	7.06		**	*
270408	Geometry, Plane & Solid	71	8.03	7.57	7.13		*	***
270601	Basic Math 1	63	8.45	8.64	8.64			
300111	Science, Unified	50	7.33	8.32	7.83	*		***
330111	Student Assistant	46	2.78	3.02	2.90			

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Course Number	Course Title	Number of Students	Average Course Grade[a]			Statistical Significance of Differences		
			LEP	Other LM	Native English	LEP vs. Other LM	LEP vs. Native English	Other LM vs. Native English
340113	Physical & Health Education 9	161	5.60	5.64	4.94		*	***
340114	Physical Education 10	119	4.28	5.34	4.73	***		***
340115	Physical Education 11	64	6.56	4.81	4.41	***	***	***
340133	Health 9	53	8.43	6.64	6.58	***	***	
340152	Driver Education, Practice	31	8.01	5.79	5.32	***	***	***
360121	Sports, Team	30	3.51	3.97	3.95			
360171	Conditioning & Athletics	71	4.26	5.20	4.40	***		***
400121	Physical Science	120	9.69	7.93	7.45	***	***	***
400521	Chemistry 1	47	7.19	6.74	6.78			
400611	Earth Science	35	8.16	7.77	7.99			
450601	Economics, Theory	59	6.90	6.99	6.60			***
450704	World Geography	38	8.51	8.14	7.32		***	***
450810	American History	126	7.77	7.43	7.19			***
450812	United States History 2	30	7.64	8.02	7.07			***
450835	World History	130	8.16	7.49	7.16	**	***	***
451004	American Government	74	7.71	6.78	6.62	*	***	*
500704	Art 1	48	5.28	5.97	5.60			***

[a] Grades are based on students in the weighted 8-12 panel; numerical score equivalents for grades range from 1 (A+) to 13 (F). The scoring system is discussed further in Appendix C.

* = statistically significant at .05 level.

** = statistically significant at .02 level.

*** = statistically significant at .01 level.

In contrast, LEP youth had statistically significant lower average letter grades than Other LM and Native English youth in many other courses. In addition, in every listed course for which the difference in average grades between Other LM and Native English is statistically significant, Other LM youth have lower average letter grades than Native English youth. Table 19 summarizes the

courses for which LEP youth had significantly lower average letter grades than Other LM or Native English youth.

TABLE 19
Courses in which LEP Youth Have Statistically Significantly Lower Average Grades than Other LM or Native English Youth

COURSE	LOWER AVERAGE GRADE THAN FOR Other LM	Native English
Typewriting	no	yes
Driver Education Practice	yes	yes
English 2	yes	yes
World Geography	no	yes
World History	yes	yes
American Government	yes	yes
Biology, General 1	yes	yes
Physical Science	yes	yes
Physical & Health Education 9	no	yes
Physical Education 11	yes	yes
Health 9	yes	yes
Consumer Mathematics	no	yes
Pre-Algebra	yes	yes
Algebra 2	no	yes
Geometry Plane & Solid	no	yes

Test Scores. A cognitive test battery was administered to the youth at the base year and each followup (including dropouts at FU1 and FU2). For the second follow-up, six forms of the cognitive test battery were produced, each comprising a different combination of mathematics and reading difficulty levels. Each sample member's test form was determined by his or her scores on the base year and/or first follow-up mathematics and reading tests; freshened students and first follow-up nonrespondents received the intermediate version of the second follow-up cognitive test battery. The purpose of the multilevel design of the second follow-up cognitive test battery was to guard against ceiling and floor effects that can occur when testing spans four years of schooling. This adaptive approach tailors the difficulty of the reading and mathematics tests to the ability of the respondent, thereby leading to a more accurate measurement than a single level design.

The cognitive test battery was administered to dropouts whenever possible. Because of the difficulty in collecting test data from dropouts, and because data from many dropouts were collected in telephone interviews which precluded testing, the NELS:88 second follow-up achieved a comparatively low (41.7 percent, weighted) test completion rate for dropouts.

Table 20 presents quartile rankings for the 8-12 panel of youth for each of the four subject areas covered by the cognitive tests.[7] The table indicates that LEP students consistently had cognitive test scores in the lowest quartiles in each subject area. Only about 21-29 percent of non-LEP (i.e., Other LM or Native English) youth were in the lowest quartile (which is about what is expected) compared to 58 to 68 percent of LEP youth. Further, no more than 6 percent of LEP youth are found in the highest quartile of academic performance in any of the content areas. An overall battery (i.e., composite reading and mathematics) score was also calculated for the youth.

Table 21 presents the average composite test score on the as well as the quartile distributions for each of the LM/LEP status groups. It should be noted that the youth with the lowest levels of English proficiency probably were least likely to complete the cognitive tests, particularly in the earlier years. Therefore, the results of comparisons of 8-12 panel LEP youth' proficiency to that of other youth may well be considered a conservative estimate of the differences in subject matter achievement.

Youth also were scored as achieving at one of three levels of proficiency on the reading test, one of five in the mathematics test, and one of three in the science test, defined as follows:

Reading level 1:	Simple reading comprehension including reproduction of detail and/or the author's main thought.
Reading level 2:	Ability to make relatively simple inferences beyond the author's main thought and/or understand and evaluate relatively abstract concepts.
Reading level 3:	Ability to make complex inferences or evaluate judgments that require piecing together multiple sources of information from the passage.
Math level 1:	Simple arithmetical operations on whole numbers; essentially single step operations which rely on rote memory.
Math level 2:	Simple operations with decimals, fractions, powers and roots.
Math level 3:	Simple problem solving, requiring the understanding of low level mathematical concepts.
Math level 4:	Understanding of intermediate level mathematical concepts and/or having the ability to formulate multi-step solutions to word problems.
Math level 5:	Proficiency in solving complex multi-step word problems and/or the ability to demonstrate knowledge of mathematics material found in advanced mathematics courses.

[7] Quartile rankings are used to divide a sample into four equally sized groups. That is, each group consists of 25 percent of the total sample. In the case of cognitive test scores, 25 percent of students with the highest test scores would be found in the top quartile. Similarly, 25 percent of the students with the lowest test scores would be found in the lowest quartile. If we consider some distinguishing characteristic of all students, we would continue to expect to find approximately 25 percent of students in each quartile unless test score performance is related to the characteristic, for example, English language proficiency.

TABLE 20
Quartile Ranking of Performance on NELS:88 Cognitive Tests at FU2, by LM/LEP Status

Test	Quartile	LEP	Other LM	Native English
Reading Achievement		n=11,329	n=429,148	n=1,746,391
	Low	68 %	27 %	21 %
	2	24	28	25
	3	8	22	27
	High	1	23	27
Mathematics Achievement		n=11,427	n=427,850	n=1,745,777
	Low	58	28	21
	2	29	25	25
	3	8	23	27
	High	6	24	27
Science Achievement		n=11,427	n=425,104	n=1,732,276
	Low	66	29	21
	2	18	27	24
	3	13	22	27
	High	3	22	28
History, Citizenship, Geography		n=11,309	n=422,943	n=1,725,526
	Low	64	27	21
	2	13	25	25
	3	19	24	27
	High	4	24	27

* Based on tests administered at FU2, for weighted 8-12 panel.

TABLE 21
Average Composite Scores and Quartile Distributions at FU2, by LM/LEP Status*

Statistic	LEP n=11,427	Other LM n=429,334	Native English n=1,749,158
Mean Score (unweighted n)	39.6 (85)	49.3 (2,871)	51.0 (9,774)
Standard Deviation	77.2	123.2	129.8
Quartiles Low	73 %	27 %	21 %
2	19	28	24
3	5	22	27
High	2	23	27

* Based on weighted 8-12 panel.

Science level 1: Understanding of everyday science concepts; "common knowledge" that can be acquired in everyday life.

Science level 2: Understanding of fundamental science concepts upon which more complex science knowledge can be built.

Science level 3: Understanding of relatively complex scientific concepts; typically requiring an additional problem solving step.

Changes in proficiency across the levels for reading, math, and science from 8th to 12th grade have been calculated based upon cognitive test scores. For example, the percentage of students moving from math level 3 to level 1 or 2 or to level 4 or 5 was computed, and so forth for the other content areas and levels. Tables 22A-22C present a summary of all the proficiency level changes in reading, mathematics, and science proficiency levels, respectively, for the 8-12 panel of NELS:88 youth, by LM/LEP status. Changes are classified as negative, positive, and no change. LEP youth were more likely than Other LM and Native English youth to demonstrate positive proficiency changes for lower test levels, but they were less likely than youth in the other groups to show positive changes if they were taking the higher test levels. The implication of these findings is that the educational needs of LEP youth are not being addressed. LEP youth are not prepared to compete with their peers for work or for higher education.

TABLE 22A
Changes in Reading Proficiency from BY to FU2,
by Difficulty Level of Reading Test and LM/LEP Status

Proficiency Changes from BY to FU2	LEP n=6,835	Other LM n=379,020	Native English n=1,562,290
Reading Test 1			
Negative Change	8 %	4 %	5 %
No Change	64	84	88
Positive Change	28	12	7
Reading Test 2			
Negative Change	1	5	5
No Change	84	69	67
Positive Change	15	26	28

* .Based on weighted 8-12 panel sample.

TABLE 22B
Changes in Science Proficiency from BY to FU2,
by Difficulty Level of Science Test and LM/LEP Status

Proficiency Changes from BY to FU2	LEP n=7,687	Other LM n=335,277	Native English n=1,427,009
Science Test 1			
Negative Change	4 %	9 %	7 %
No Change	61	74	77
Positive Change	34	18	16
Science Test 2			
Negative Change	5	4	5
No Change	85	68	65
Positive Change	10	28	30

* Based on weighted 8-12 panel sample.

TABLE 22C
Changes in Mathematics Proficiency from BY to FU2, by Difficulty Level of Mathematics Test and LM/LEP Status

Proficiency Changes from BY to FU2	LEP n=7,094	Other LM n=334,214	Native English n=1,418,856
Mathematics Test 1			
Negative Change	12 %	5 %	3 %
No Change	57	82	85
Positive Change	30	13	12
Mathematics Test 2			
Negative Change	3	3	3
No Change	65	72	71
Positive Change	32	25	26
Mathematics Test 3			
Negative Change	0	1	1
No Change	85	68	65
Positive Change	15	31	34

* Based on weighted 8-12 panel sample.

Student Aspirations and Expectations for Additional Education After High School

Table 23 presents the responses of NELS:88 8-12 panel youth (excluding dropouts) at the time of the second followup when most of the youth were seniors concerning their plans for obtaining additional education or training right after high school. At least half of all students, regardless of their LM/LEP status, had plans to go on to further schooling right away. A smaller percentage of LEP youth (55 percent) had such plans compared to Other LM (71 percent) and Native English (70 percent) youth. About the same percentages (15 percent-17 percent) had no plans to go on to additional schooling immediately. These data should be interpreted in light of the dropout behavior data presented earlier, which suggests that LEP youth are more likely than youth in the other groups to drop out before reaching the 12th grade. Further, for LEP students, the percentages of don't know and missing responses are much higher than for the other groups.

TABLE 23
Plans for Further Education or Training Right After High School, by LM/LEP Status (non-dropouts only)

Does student plan to go to school right after high school?	LEP n= 11,371	Other LM n=483,542	Native English n=2,080,602
Yes	55 %	71 %	70 %
No	17	15	17
Don't know	12	5	5
Missing and legitimate skip	15	9	7
Total	100	100	100

* Based on weighted 8-12 panel sample; asked at FU2 of in-school youth.

Table 24 provides information about how far in-school youth expected to go in their post-high school education based on an item asked at FU2 of in-school youth. The aspirations and expectations of these youth do not differ markedly across the LM/LEP status groups, although LEP students generally have lower aspirations for attaining a bachelors' or advanced degree. Some of that difference appears to be due to higher levels of missing data. As noted above, however, the LEP group is significantly reduced in size before the 12th grade by a high dropout rate.

Table 25 provides a somewhat different perspective of aspirations for college; the in-school youth were asked at FU2 to rate their chances for attaining additional education. Among the 8-12 panel of students still in school, only about one-third of LEP youth had a high expectation for going to college compared to about half for either the Other LM or Native English youth. (Again, however, the percentage of missing data is higher for LEP students, which may account for some of the difference between the groups.)

TABLE 24
Educational Attainment Expectations at FU2, by LM/LEP Status (non-dropouts only)

Educational Attainment Expectation	LEP n=11,371	Other LM n=423,542	Native English n=2,080,602
Less than high school graduation	0 %	<.5 %	1 %
High school graduation only	9	4	5
Less than 2 years of vocational, trade or business	3	2	2
Two years or more of vocational, trade, or business	2	2	3
Degree from vocational, trade, or business school	5	5	6
Less than 2 years of college	3	2	2
Two or more years of college	10	10	11
Finish college (4 or 5-year degree)	25	30	33
Master's degree or equivalent	7	18	17
Ph.D., M.D., or other professional degree	10	16	12
Don't know	5	6	5
Multiple response	5	<.5	<.5
Missing	15	4	3

* Based on weighted 8-12 panel sample; asked at FU2 of in-school youth.

TABLE 25
Students' Expectations at FU2 About Attending College, by LM/LEP Status (non-dropouts only)

Self-reported Chances of Going to College	LEP n=11,371	Other LM n=483,542	Native English n=2,080,602
Very low	<.5 %	3 %	4 %
Low	5	4	4
About fifty-fifty	18	10	9
High	20	20	16
Very high	33	54	56
Multiple response	0	<.5	<.5
Missing	23	10	11
Total	100	100	100

* Based on weighted 8-12 panel sample; asked at FU2 of in-school youth.

CHAPTER 3
CONCLUSIONS AND IMPLICATIONS

We first summarize our findings and state the conclusions that can be drawn from them in relation to each of the four objectives guiding the study. Then we suggest some of the implications that can be based on the findings and conclusions.

Findings and Conclusions

- Define and identify language minority (LM) and limited English proficiency (LEP) students

We defined three groups of youth based upon their language background and their English language proficiency. First, youth are identified as either language minority (LM) or as not language minority (Non-LM or Native English). Then, the LM students are further identified as limited English proficient (LEP) and other language minority (Other LM). Among eighth grade students, there are an estimated 21,000 LEP, 588,000 Other LM, and 2,396,000 Native English students; by the twelfth grade, there are estimated to be about 9,000 LEP, 466,000 Other LM, and 2,058,000 Native English students. The percentage of LEP students in the population declines from the eighth to the 12th grades (from 0.7 percent to 0.4 percent); most of this change appears to be the result of a higher rate of dropping out among LEP youth, because the percentage only declines to about 0.6 percent among youth overall.

Being LEP as a high school-age youth in this country generally means you are also poorer, older, and more likely to be from a minority group than youth who are Native English or Other LM. Most LEP students are Hispanic, followed by American Indian and Asian/Pacific Islanders. Hispanics and Asian/Pacific Islanders also make up a larger percentage of Other LM students than of Native English youth. LEP youth tend to be older (60 percent were born before 1974 compared to about 36 percent for Other LM and Native English). Perhaps the most important finding is that the vast majority of LEP youth come from families at the low end of the income distribution; fully 70 percent of LEP youth are found in the bottom quartile of socio-economic status.

More than half (55 percent) of all LEP youth attended schools with at least 91 percent of student body being minorities, compared to only 19 percent of Other LM students and 5 percent of Native English students. LEP students at BY and FU2 are found almost exclusively in public schools, and at both times, they are much more likely to attend schools in the South and particularly the West than Other LM or Native English Students.

- Examine aspirations of NELS:88 students at the time of base year and second follow-up surveys

The academic and training aspirations of LEP youth are much lower than those of the other LM/LEP status groups. As early as the eighth grade, LEP students are less likely to see themselves in a college prep or academic program in high school and are also less likely to see themselves attending and graduating from college than are Other LM or Native English students. LEP students had lower expectations for enrolling in "college prep, academic, or specialized academic" coursework than Other LM or Native English students, and they were more than twice as likely to say that they "won't finish high school" or "will graduate high school, but not go further" compared to Other LM and Native English students. About one-fourth of LEP students saw high school or less in their future, compared to about one-ninth for Other LM or Native English students.

Slightly more than half of the LEP students, who are members of the 8-12 panel sample at FU2, had plans to go on to further schooling right after high school, a rate lower than for Other LM (71 percent) or Native English (70 percent) youth. Further, LEP students generally have lower aspirations for attaining a bachelors' or advanced degree; only about one-third of LEP youth had a high expectation for going to college compared to about half for either the Other LM or Native English youth.

- Describe school programs and courses of NELS:88 students

Even the LEP students who complete high school graduate are at a disadvantage compared to Other LM or Native English youth. Based on their transcripts, LEP youth were much less likely to have followed either a "rigorous academic" or "academic" track (39 percent) than either Other LM (59 percent) or Native English (62 percent) youth. Moreover, LEP youth were much more likely to have been categorized as having taken a very general "none-of-the-above" track of study (48 percent for LEP compared to 32 percent for Other LM and 26 percent for Native English youth). Further, based on their transcripts, LEP youth consistently have lower average units of coursework relative to other youth, except in English and Computer Science where the differences are negligible. LEP students are virtually invisible in high-profile advanced placement classes; they represented only a tiny fraction of the overall enrollments in those courses, and represented roughly only one-third of their expected percentage in the courses based on their overall proportion of the population.

- Describe student persistence and academic performance through high school

LEP students drop out of school at much higher rates than students in the other two groups. By the time of the first follow-up, 19 percent of LEP youth, compared to 7 percent of Other LM and 6 percent of Native English youth had dropped out of school. In addition, 17 percent of LEP youth, compared to 5 percent of Other LM and 4 percent of Native English youth, were still in school but were out of the normal age-grade sequence. By FU2, fully 47 percent of LEP youth had dropped out of school, compared to 19 percent of Other LM and 14

percent of Native English youth. Further, LEP youth were much more likely than Other LM and Native English youth to drop out and not return.

All drop outs were asked why they left school. The single most common response across all dropouts is that "I didn't like school." LEP youth were more likely than Other LM and Native English dropouts to respond that they faced discipline problems at schools (i.e., they were suspended, expelled from school, or couldn't get along with teachers), got a job, had to support their family, or wanted to have a family. The latter reason contrasts strikingly with the responses of the dropouts in the other groups who reported they become pregnant or a parent. Other LM and Native English dropouts also were more likely to say they felt they didn't belong at school or were failing.

LEP students who stayed in school not only took a less challenging academic program, but they also performed at lower levels in the same courses taken by other youth. LEP students' grades were significantly lower in most social studies, science, and English courses compared to Other LM and Native English students. When compared to Native English students only, LEP grades were also significantly lower in most math classes. This pattern of lower academic achievement is also reflected in test scores. LEP students consistently had cognitive test scores in the lowest quartiles in each subject area; from 58 to 68 percent of LEP youth had scores placing them in the lowest quartile, compared to an expected rate of 25 percent. Further, no more than 6 percent of LEP youth are found in the highest quartile of academic performance in any of the content areas. It should be noted that the youth with the lowest levels of English proficiency probably were also least likely to complete the cognitive tests, particularly in the earlier years; therefore, the results of comparisons of 8-12 panel LEP youth' proficiency to that of other youth may well be considered a conservative estimate of the differences in achievement.

Implications

Limited English Proficiency and High School Success

Many LEP students, beginning as early as the eighth grade and probably even earlier, have consigned themselves to a marginal role within the larger society and economy. They are less likely to take a challenging high school program and are less likely to see themselves completing high school and going on to college or further training. Instead of college prep or vocational programs, nearly half of the LEP students found themselves in "general track" programs. Almost half of the LEP students who were the eighth grade during the base year had dropped out by the time they should have been high school seniors, and these dropouts did not expect to return to school. This pattern is probably closely related to the reality faced by LEP youth; they are poorer than other children and concentrated in schools with other poor and minority children. Their aspirations may be constrained very early in their lives.

Other LM students, on the other hand, are generally more like their Native English peers in terms of their high school experiences and aspirations for the years following high school. Although Other LM students do not face many of the problems of geographical isolation and

relative poverty that appear to be common to LEP youth, they face enough of those challenges to suggest that limited English proficiency is itself a significant cause of the high school achievement and completion problems of LEP youth.

It has become unfashionable to call for targeted assistance to a particular group because of the problems they face as members of that group. At the same time, we are failing LEP children, certainly those who reach the eighth grade with limited English proficiency and probably others who may not qualify at that point but did in earlier years. Whether new initiatives or programs are needed is unknown, but if additional research shows that some combinations of services and support appears to work, then we are to blame if they are not widely used and supported.

Further Research

It is not clear whether LEP students in some schools or some locations are able to overcome their challenges. That research has yet to be done, but there is enough variation across LEP youth to suggest there may be value in looking for effective practices. The scope of the present analysis was restricted because of limitations in the NELS:88 data. Despite the oversampling of Hispanics and Asians, the sample sizes (once youth were divided into the three groups--LEP, Other LM, and Native English) would not support various types of analyses because the number of LEP students would be quite small, thus not supporting various statistical tests. Part of the problem is that not all BY students were followed-up at FU1 and FU2. So, the longitudinal samples lost about one-half of the identified LEP students from the BY. In addition, the exclusion of some students from the BY survey for language reasons further reduced the potential sample of LEP youths in the database.

The problems with NELS:88, which are also common to other national data collections with special population augmentations, do not mean that they cannot provide useful information. The NELS:88 school supplement file, in particular, should be used to look for patterns of school characteristics, school programs, and LEP student achievement. Similarly, to address issues related to younger youth and the points at which low aspirations and achievement come to dominate LEP youth, the Prospects data base and others should be thoroughly explored. For the most part, however, we believe OBEMLA would be better served by studies that focus on LEP students and the programs designed to serve them rather than investing in large, multipurpose national surveys that cannot devote more than a small fraction of their overall efforts on LEP students.

APPENDIX A

About the National Educational Longitudinal Study of 1988 (NELS:88)

The National Longitudinal Study of 1988 is being implemented to follow young people who were in the eighth grade during the 1987-88 school year through their teenage years and into young adulthood. Base year data collection (during 1987-88) involved in-school students and their parents, administrators of the schools in which they were enrolled, and two of their eighth grade teachers. The first follow-up, which took place during 1989-90 (when most of the original sample were in the tenth grade), involved students, teachers, and schools.

More specifically, the base year (BY) student sample encompassed in-school youth only and included 26,432 students, from whom 24,599 usable questionnaires and 23,701 completed eighth grade tests were received. Teacher ratings were collected from at least one of the two teachers sampled for each student for 23,188 of the eighth graders, and parent questionnaires were completed for 22,651 of them.

The NELS first followup (FU1) youth sample included three components: a longitudinal cohort of eighth-grade students who were sampled at base year, a freshening sample of students who were tenth graders in 1990 but who not eighth graders during the base-year, and a sample of students who were deemed as ineligible for the base-year survey. Only the first two sampling components are included in this analysis because data from the ineligible sample is not yet available. The BY sample consisted of 24,599 students, of whom 18,394 were retained in the FU1 sample and 6,205 were excluded. The FU1 sample included the respondents from the BY and 2,313 new students added because of the sample freshening process and the inclusion of BY non-respondents, making up a total of 20,706 students. Among those students sampled for FU1, only 19,264 students actually participated. The participants consisted of 17,424 students from the BY sample (the longitudinal cohort), and 1,840 new students. There are two forms of questionnaires for the FU1 youth in the longitudinal sample: the FU1 student questionnaire and the dropout questionnaire for students who had been out of school for four or more consecutive weeks at the time of the survey. New students in the survey were also given the FU1 new student supplement which collects information similar to the BY student questionnaire.

The NELS:88 second follow-up (FU2) youth sample also included several components: a longitudinal cohort of eighth-grade students were sampled in base year, a longitudinal cohort from the tenth grade, a cross sectional sample of students representative of FU2, a cross-sectional sample representative of the 12th grade cohort (achieved by including a freshening sample, students who were not eighth graders during the base year or tenth graders at FU1), and a sample of students who were deemed as ineligible for the base year survey.

BY: 26,432 students were selected from participating schools
24,599 usable questionnaires --no BYIs

FU1: 1,229 10th graders obtained through freshening
1,043 were eligible and still retained after final subsampling

FU2: 364 12th graders obtained through freshening
243 were deemed eligible

FU1 and FU2 include approximately 21,500 youth from the eighth grade cohort.

FALL92 CD:

21,188	students
19,645	Spring members of grade 8 cohort
417	Base year ineligibles
1,126	Freshen sample students
21,188	

In a departure from the base year and first follow-up, the second follow-up of NELS:88 surveyed only one teacher (either a mathematics or science teacher) of each student. If a student was not enrolled in either a mathematics or science class, no teacher questionnaire was administered.

The second follow-up added the Transcript and Course Offerings components. These two new components provide archival data describing the academic experience of high school students and the curricula offered by their schools. The NELS:88 sample for the Transcript Survey included all sample members attending selected NELS:88 schools at the time of school selection, and all dropouts, alternative completers, and early graduates. The purpose of the transcript collection activity was to facilitate the validation of certain data, including high school coursetaking, course grades, and attendance data, and to facilitate the investigation of coursetaking patterns by student characteristics, and the relationship of such patterns to students' postsecondary activities and achievements.

APPENDIX B

Defining Language Minority and Limited English Proficiency

Two variables, **DEF3BY** and **DEF3F1**, were created to classify students into one of three mutually exclusive categories: language minority/limited English proficiency (LM/LEP), other language minority (Other LM), and non-language minority (native English). To arrive at these two definitions, other variables were created from the NELS:88 database. Language minority status was defined using two created variables, **BLM** and **NLM**, that indicate broad and narrow definitions of language minority status, respectively. These variables were created by two other newly created variables, **LANGHOME** and **LANGBEF**. LANGHOME indicates the extent to which a language other than English is used at home. LANGBEF indicates the use of a language other English before starting school.

Language Minority status was also determined in part by assessments of teachers and the individual student. NELS:88 asked teachers about student exposure to a language other than English and about a student's English language proficiency. NELS:88 asked students about their participation in language assistance programs and their self-assessment of English language proficiency.

Coding of Variables

The coding actually involved three sets of created variables, reflecting the three waves of the NELS:88--Base Year, First Follow-Up, and Second Follow-Up. Because of the inconsistency in NELS:88 with respect to the survey of teachers about students' language proficiency, information from FU2 was not used to define the three LM/LEP status groups.

LANGBEF is defined using two variables from NELS:88 that determine whether a language other than English was the first language learned by the student, and which language. The values for LANGBEF are defined as:

LANGBEF = 1 (English Only)
= 2 (English First)
= 3 (Other First)
= 4 (First Unknown)
= 5 (Unknown)

LANGHOME is defined using two variables from NELS:88 that determine whether a language other than English is spoken in the student's home, and identifies that language. The values for LANGHOME are defined as:

LANGHOME = 1 (English Only)
= 2 (Usually English)

= 3 (Usually Other)
= 4 (Other Unknown)
= 5 (Unknown)

LANGASST is defined using several variables from NELS:88 that indicate whether a student was ever enrolled in a language assistance program. The values for LANGASST are defined as:

LANGASST = Yes
= No
= Unknown

TLEP is defined using variables from NELS:88 that indicate teachers' assessments of the student as having limited English proficiency. TLEP is defined based on the agreement and disagreement between the two teachers that assess a student. The values for TLEP are defined as:

TLEP = Yes (if any one teacher said yes and other did not say no)
= Disagree (if one said yes and other said no)
= No (if any one teacher said no and other did not say yes)
= Unknown (if both are missing)

STLEP is defined using several a variables from NELS:88 that are the responses of the student to questions concerning how well he/she understands, reads, writes, and speaks English, along with LANGASST. The values for STLEP are defined as:

STLEP = Yes
= No
= Unknown

BLM and NLM are defined using LANGBEF and LANGHOME. The values of LANGBEF and LANGHOME are defined as:

BLM = Yes (If LANGBEF = 2, 3 or 4 or LANGHOME = 2, 3, or 4)
= No (If LANGBEF = 5 and LANGHOME = 5)
= Unknown

NLM = Yes (If LANGBEF = 3 or LANGHOME = 3)
= No (If LANGBEF = 4 or 5 and LANGHOME = 4 or 5)
= Unknown

DEF3 is defined using BLM, NLM, TLEP, and STLEP. The values of DEF3 are defined as the following:

DEF3 = LM-LEP (If NLM = yes and TLEP = yes, or if NLM = yes and TLEP is missing and STLEP = yes)

= OTHER-LM (If BLM = yes and TLEP = yes, or if BLM = yes and TLEP = missing and STLEP = yes, or if NLM = no or unk and TLEP = yes and BLM = yes)
= native English (If BLM = no)
= UNKNOWN

APPENDIX C

Letter Grade Conversion

A+	= 01
A	= 02
A-	= 03
B+	= 04
B	= 05
B-	= 06
C+	= 07
C	= 08
C-	= 09
D+	= 10
D	= 11
D-	= 12
F	= 13

Pass	= 14
Unsatisfactory	= 15
Withdrew	= 16
Incomplete	= 17
Non-graded	= 18
Blank	= 19

Values ranging from 14 through 19 were excluded in estimations of average grades because of their lack of consistency as a progressive scale. A student with all A+ grades would have an average of 1. Likewise, a student with all F grades would have an average of 13. Hence, the closer the average is to 1 than to 13, the higher the academic performance of the student.

SIAC

Special Issues Analysis Center

An Analysis of Educational Services for Language Minority and Limited English Proficient Early Elementary School Students Based on Prospects: The Congressionally Mandated Study of Compensatory Education

Task Order D150

September 29, 1995

Development Associates, Inc.

Research, Evaluation, and Survey Services Division

This report was prepared for the U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, under Contract No. T292001001, Task Order No. D150. The opinions, conclusions, and recommendations expressed herein do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the Department of Education should be inferred.

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INTRODUCTION

This report focuses on the first-grade cohort data from ***Prospects*** and explores various additional data describing services available to Language Minority (LM) and Limited English Proficient (LEP) students. The ***Prospects*** Interim Report (prepared by Abt Associates for the U.S. Department of Education, July, 1993) described general characteristics of the LM-LEP school population in five major areas:

- Size of the Language Minority (LM) and Limited English Proficient (LEP) populations,
- Geographical distribution of the LM-LEP populations,
- Demographic characteristics of the LM-LEP populations,
- Students' academic achievement and school poverty, and
- Participation in compensatory education and ESL/bilingual services.

While the interim report produced general descriptive information about the above factors, a number of questions were left unanswered. This study was undertaken to address a number of these unanswered questions:

1. What information on LM-LEP students and on Chapter 1 activities and services exists from sources that include the multiple teaching staffs, and the various support and administrative staffs in Chapter 1 programs?

2. What information is available that describes the content and structure of services provided to LM-LEP students within the Chapter 1 program?

3. What information is available to describe the content and structure of services provided to LM-LEP students outside of the Chapter 1 program?

4. How do Chapter 1 services fit the regular school program?

5. What picture emerges about the "typical" school for LM-LEP students?

The responses cited in this study are those of the parents, school administrators, teachers and aides of the first cohort of grade students in the 1992 ***Prospects*** data collection.

SECTION 1

ACTIVITIES, SERVICES, AND STAFFING

First grade has its own unique dynamics which serve to set it apart from other higher grades included in the ***Prospects*** database. Thus available activities, services and staffing may well be somewhat different than that found for older students.

Special Services Provided for Families of LM-LEP Students

Over 60 percent of the schools responding indicated that they provided special services to the families of LM-LEP students. Particular emphasis was given in most schools to encouraging communication with the parents of these students. More than 90 percent of the respondents indicated that they made translation available when meeting with LM-LEP students' parents. Almost 60 percent indicated that home visits were made to the families of these children, and 25 percent of the schools assigned an outreach worker to these families. The providers of most of these activities appear to be ESL/bilingual teachers (34 percent) and aides (28 percent), followed closely by parent liaisons, home-school coordinators, and attendance aides (21 percent).

From teachers' perspectives, parents appear to respond positively to these attempts by the schools. Chart 1-1 describes the percentage of teachers who felt that parents were at least somewhat involved in these activities.

Teachers, Aides, and Other Staff

In the schools containing the first grade cohort, classroom staffing patterns for *regular instruction* for that grade found almost 76 percent of the respondents were teaching alone without an aide. About one-quarter of regular instruction respondents indicated that a teacher-aide pair worked together to instruct the first graders.

Staff Funding

Staff positions relating to ESL/Bilingual programs are funded by a variety of programs, as shown in Chart 1-2. While the federal funding from Chapter 1 and Title VII is applied mostly to remedial and ESL/bilingual teachers and aides, state and local funding is applied across the thirteen categories with local funding paying the largest share of administrative costs and the costs of ESL/bilingual teachers.

Chart 1-1
Teacher/Aide Perceptions of Parental Involvement In Selected Activities
(Percentage Responses)

Parental Activity	Teachers/Aides Who Felt Parents Were Involved
Attending classroom open-house	99 %
Attending parent-teacher conferences	98 %
Signing report cards	75 %
Participating in student learning contracts	58 %
Volunteering for committee work	51 %
Signing daily activity sheets for the completion of homework	44 %
Volunteering in the lunchroom or hallway*	36 %

** Note: this activity was only offered in 51 percent of the responding schools*

Chart 1-2
Percentage of ESL/Bilingual Program Positions by Funding Source

Staffing Funded	Chapter 1 ESL/bilingual	Title VII	State ESL/bilingual	Local ESL/bilingual
Not used as a funding source	26.6%	34.5%	14.5%	10.9%
Administrative staff	1.9%	0.0%	15.8%	25.4%
Regular classroom teachers	2.3%	0.0%	7.0%	18.8%
Remedial reading, math and language arts teachers (e.g., Chapter 1 state or local compensatory education - not including special education or ESL/bilingual)	15.8%	0.0%	15.0%	12.1%
Teacher aides (not including special education or ESL/bilingual)	8.9%	0.3%	14.9%	3.6%
Special education teachers	0.0%	0.0%	1.0%	1.4%
Special education aides	0.0%	0.0%	3.1%	2.3%
ESL/bilingual teachers	13.2%	0.0%	28.0%	26.4%
ESL/bilingual aides	7.2%	0.0%	25.7%	17.0%
Parent liaisons, home-school coordinators, attendance aides, etc.	0.9%	0.0%	12.0%	6.6%
Social workers	0.0%	0.0%	0.4%	1.6%
Counselors	0.0%	0.0%	0.9%	1.1%
Psychologists	0.0%	0.0%	0.6%	1.6%
Librarians/media specialists	0.6%	0.0%	0.9%	0.7%

SECTION 2

CONTENT AND STRUCTURE OF SERVICES TO LM-LEP STUDENTS WITHIN THE CHAPTER 1 PROGRAM

Demographics

A significant amount of material describing services to LM-LEP students within the Chapter 1 program is available. Of those respondents who completed the Chapter 1 Teacher or Chapter 1 Aide Questionnaire and who taught LM-LEP students, approximately 95 percent were female. About 55 percent were white, and between 39 percent and 41 percent were Hispanic. Approximately 92 percent stated that they had regular, full-time employment status, and 7 percent were regular part-time. Between 74 percent and 76 percent of the teachers had permanent regular teaching certification; between 16 percent and 19 percent were temporary, provisional, or had emergency certification. Approximately 17 percent listed a Bachelor's degree as their highest level of education, between 51 percent and 57 percent had 1 year beyond a Bachelor's (but did not have a graduate degree), and between 22 percent and 25 percent had a Master's. Of those Chapter 1 teachers who taught math, approximately 57 percent had one year of work beyond a Bachelor's degree (but no graduate degree), and 22 percent had a Master's. Among those teachers who taught Chapter 1 Reading/English/Language Arts (R/E/LA), approximately 51 percent had one year of work beyond a Bachelor's degree (but no graduate degree) and 25 percent had a Master's.

In-Service Training

Within the past 12 months, approximately 29 percent of the responding Chapter 1 teachers had between 6 and 15 hours of in-service training. Of the responding Chapter 1 math teachers, about 40 percent had between 16 and 35 hours of in-service while 26 percent stated that they had over 35 hours. The responding Chapter 1 R/E/LA teachers indicated that about 46 percent of them had between 16 and 35 hours of in-service training. About 22 percent had over 35 hours.

Purpose of Chapter 1 Instruction

Approximately 83 percent of all the Chapter 1 teacher respondents stated that the purpose of Chapter 1 instruction within their school was to reinforce material from the regular

classroom. When queried as to who had the primary responsibility for teaching basic skills to Chapter 1 students, approximately 31 percent of the Chapter 1 math teachers and 21 percent of the English teachers stated that it was their responsibility. About 58 percent of the Chapter 1 math and 77 percent of the Chapter 1 R/E/LA teachers believed that this was the responsibility of the regular classroom teacher, and only 11 percent of the math and 2 percent of the Chapter 1 R/E/LA teachers indicated that the responsibility was shared between the regular classroom teachers and themselves.

Classroom Structure

About 58 percent of the Chapter 1 math teachers taught self-contained classes while 41 percent regrouped with a student having the same teacher for most subjects but a different instructor for one or two classes. Sixty-two percent of the R/E/LA Chapter 1 teachers were self-contained; 38 percent regrouped their students.

Chapter 1 Coordination with Other Teaching Staff

Chapter 1 teachers were asked about coordinating with regular classroom staff as well as other teachers such as ESL/bilingual or compensatory education. As shown in chart 2-1, about 38 percent of the math teachers reported conferring with regular staff regarding written lesson plans on a weekly basis; another 38 percent stated that they never conferred. Approximately 34 percent of the Chapter 1 R/E/LA teachers conferred with regular staff regarding written lesson plans on a weekly basis; 39 percent reported not conferring at all. About 80 percent of the Chapter 1 math teachers reported attending meetings and conferences, at least once a month, with regular classroom staff, to coordinate instruction. Approximately 74 percent of the responding R/E/LA Chapter 1 teachers did this as well. Eighty-five percent of the Chapter 1 math teachers and 82 percent of the Chapter 1 R/E/LA teachers reported having informal discussions take place with regular staff at least weekly. There was a bit more diversity concerning the sharing of written records of student progress and common planning periods. Among the Chapter 1 math teachers, approximately 32 percent reported sharing written records of student progress with regular classroom staff on a daily basis, about 33 percent reported doing so monthly, and 30 percent stated that they never did this at all. With regard to the responding Chapter 1 R/E/LA teachers, about 21 percent cited daily sharing of written records, 33 percent reported monthly sharing, and 35 percent reported not doing this at all. About 49 percent of the Chapter 1 math teachers and 53 percent of the R/E/LA teachers stated that they never had a common planning period with regular classroom staff. However, about 38 percent of the Chapter 1 math teachers reported sharing a common planning period at least weekly.

Chart 2-1

Frequency of Coordination Procedures Used by

Chapter 1 Math and R/E/LA Teachers and Regular Classroom Teachers

(Percentage Response)

Procedures	Daily	Weekly	Monthly	Annually	Never
	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*
Chapter 1 and regular classroom staff consult in the development of written lesson plans for Chapter 1 participants	17.7 *(4.5)*	37.6 *(33.6)*	1.3 *(17.1)*	5.8 *(6.2)*	37.5 *(38.6)*
Meetings and/or conferences between Chapter 1 and regular classroom staff are held to discuss instructional coordination	11.4 *(3.6)*	27.1 *(27.5)*	43.8 *(47.8)*	0.6 *(0)*	17.1 *(21.2)*
Chapter 1 and regular classroom staff have informal discussions	20.8 *(10.9)*	67.8 *(72.1)*	0 *(2.4)*	0 *(0)*	11.4 *(14.6)*
Chapter 1 and regular classroom staff share written records of student progress	31.8 *(20.8)*	2.4 *(7.5)*	32.8 *(32.9)*	2.6 *(3.8)*	30.4 *(35.0)*
Common planning periods are provided to regular and Chapter 1 staff	19.8 *(22.0)*	19.5 *(20.3)*	4.6 *(3.9)*	11.6 *(0.7)*	49.4 *(53.1)*

Chapter 1 math teachers were asked about conferring with other teachers including regular classroom, compensatory or remedial, or ESL/bilingual. About 75 percent of the math teachers reported conferring at least weekly with regular classroom teachers, 38 percent stated that they did so with compensatory education or remedial teachers at least weekly, and 53 percent indicated conferring with ESL/bilingual teachers at least monthly.

Chapter 1 R/E/LA teachers were asked about conferring with regular classroom, other compensatory or remedial, or ESL/bilingual teachers. About 52.4 percent of the R/E/LA teachers reported conferring with regular classroom teachers at least weekly; 87 percent did so at least monthly. Sixty-seven percent stated that conferring with other compensatory education or remedial teachers was not applicable, and 45 percent indicated conferring with ESL/bilingual teachers at least monthly.

Use of Materials

When asked about the use of computers, between 30 percent and 33 percent of both the responding math and R/E/LA Chapter 1 teachers reported not using computers. Between 21 percent and 22 percent reported using them daily, and between 18 percent and 22 percent indicated using computers on an occasional basis, for some units, throughout the year.

The following materials were used by responding Chapter 1 math and R/E/LA teachers on a frequent basis. Textbooks, teacher developed materials and manipulatives (objects such as geometric shapes) appeared to be used the most. The percentage of Chapter 1 teachers using the material either frequently or very frequently follows:

- Textbooks (about 76 percent math and 73 percent R/E/LA);
- Trade books such as novels and biographies (about 52 percent math and 61 percent R/E/LA);
- Teacher developed materials (about 73 percent math and 77 percent R/E/LA);
- Workbooks and Practice Sheets (about 51 percent math and 48 percent R/E/LA); and
- Manipulatives (about 93 percent math and 85 percent R/E/LA).

The use of programmed instructional materials and TV was more diverse. While 59 percent of the Chapter 1 teachers seldom or never used programmed instructional materials, about 40 percent reported using them occasionally. About 60 percent of the R/E/LA teachers seldom or never used them while 40 percent used them occasionally. About 58 percent of the Chapter 1 math teachers seldom or never used TV; 42 percent used it occasionally.

When asked about using these materials for home assignments, the following results were obtained from both math and R/E/LA Chapter 1 teachers:

- About 28 percent of each used textbooks;
- Between 34 percent and 37 percent used trade books; and
- Approximately 70 percent of each used teacher developed materials.

Chart 2-2

Percentages of Chapter 1 Math and R/E/LA Teachers

Indicating Frequency of Use of Various Instructional Materials

Materials	Never Used	Seldom Used	Occasional Use	Frequent Use	Very Frequent Use
	Math Teacher (*R/E/LA Teacher*)	Math Teacher (*R/E/LA Teacher*)	Math Teacher (*R/E/LA Teacher*)	Math Teacher (*R/E/LA Teacher*)	Math Teacher (*R/E/LA Teacher*)
Textbooks	9.4 (*11.7*)	11.6 (*10.1*)	2.7 (*4.7*)	55.3 (*54.7*)	21.0 (*18.9*)
Trade books (e.g., novels, biographies, nonfiction)	15.7 (*8.0*)	11.0 (*7.6*)	20.0 (*22.2*)	51.7 (*58.4*)	1.5 (*3.8*)
Teacher-developed materials	0 (*0*)	0.6 (*0.6*)	25.7 (*22.2*)	38.8 (*47.4*)	34.9 (*29.8*)
Programmed instructional materials (students proceed at own pace)	25.2 (*23.2*)	20.3 (*20.9*)	38.9 (*42.1*)	10.3 (*8.3*)	5.4 (*5.6*)
Workbooks and practice sheets	7.3 (*6.6*)	1.0 (*8.1*)	40.4 (*37.0*)	30.1 (*29.3*)	21.1 (*19.0*)
Manipulative materials	2.9 (*0.4*)	0.3 (*6.4*)	4.1 (*8.3*)	35.6 (*33.9*)	57.2 (*51.1*)
Life skills materials (e.g., newspapers, forms, applications	7.8 (*6.7*)	43.5 (*45.9*)	41.8 (*43.3*)	3.0 (*4.1*)	3.8 (*0*)
Audiovisual equipment & materials (including VCR)	11.2 (*10.4*)	13.3 (*10.7*)	43.9 (*50.5*)	31.6 (*27.8*)	0 (*0.6*)
Television	44.8 (*41.9*)	13.5 (*18.5*)	41.7 (*39.5*)	0 (*0*)	0 (*0*)
Computers	31.9 (*33.1*)	2.1 (*1.6*)	22.0 (*17.9*)	30.5 (*35.2*)	13.5 (*12.2*)
Computer software	34.7 (*33.5*)	3.8 (*3.5*)	21.9 (*20.4*)	27.7 (*32.3*)	11.8 (*10.4*)
Vocational education equipment and material	37.9 (*38.5*)	27.1 (*26.3*)	35.0 (*35.1*)	0 (*0*)	0 (*0*)

Adequate Supply of Materials

Over 85 percent of both Chapter 1 math and R/E/LA teachers indicated that there was an adequate supply of notebooks, paper, pencils, and pens. Somewhat less, approximately 75 percent in each group, felt that there was an adequate supply of both ditto masters and access to the necessary equipment. Only about 48 percent of the Chapter 1 R/E/LA teachers and 52 percent of the Chapter 1 math teachers felt that there was adequate access to a photocopier. In terms of overall availability, approximately 79 percent of the Chapter 1 R/E/LA, and 82 percent of the Chapter 1 math teachers felt that there was, overall, an adequate supply of materials.

Chart 2-3
Percentages of Chapter 1 Math and R/E/LA Teachers
Perceiving Adequacy of Supply Availability

Supplies	Adequate Amounts		Sometimes Run Low	
	Math Teacher	R/E/LA Teacher	Math Teacher	R/E/LA Teacher
Notebooks and paper for students	93.5	86.0	5.3	12.8
Pens and pencils	87.6	79.7	7.0	14.6
Ditto masters and access to equipment	76.1	75.0	16.6	17.8
Photocopier for instructional materials	51.9	48.4	35.9	39.1
Overall availability of basic supplies for student instructional use	81.9	78.5	18.1	21.5

Allocation of Time Outside of Regular School Hours

Chapter 1 teachers were asked about the amount of time they allocated to various school-related activities **outside** of regular school hours. The following percentage of respondents spent between 1 and 2 hours, during the most recent **full** school week, on the following activities:

- Planning preparation (approximately 52 percent R/E/LA and 50 percent math);

- Correcting papers such as homework (about 44 percent R/E/LA and 46 percent math); and

- Other paperwork (approximately 57 percent for both R/E/LA and math);

The following percentages of teachers spent up to one hour during the most recent **full** school week, on the following activities:

- Meeting with other teachers for lesson planning, guidance, etc. (about 52 percent R/E/LA and 61 percent math);

- Supervising students in halls, on field trips, etc. (about 53 percent R/E/LA and 51 percent math);

- Communicating with parents (about 73 percent R/E/LA and 78 percent math);

- Tutoring individuals (approximately 56 percent R/E/LA and 55 percent math); and

- Informal contact with students (approximately 60 percent R/E/LA and 58 percent math).

Over 60 percent of each group spent no time coordinating curriculum areas or departments, coaching or advising extra-curricular activities, or doing academic counseling. Approximately 92 percent of each group spent less than 1 hour in personal counseling with students.

Chart 2-4

Teacher Time Spent on School Activities Outside of School Hours - Chapter 1 Math and R/E/LA Teachers Percent Responses

Activities	None	Less than 1 hour	1 hour	2 hours	3 hours	4 or more hours
	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*
Planning and preparing for teaching	0 *(0)*	3.2 *(0)*	15.0 *(22.2)*	34.7 *(30.7)*	7.4 *(11.9)*	39.6 *(35.2)*
Correcting papers/homework/tests	7.7 *(12.6)*	31.9 *(31.2)*	16.4 *(15.8)*	30.3 *(29.2)*	2.0 *(2.9)*	11.6 *(8.3)*
Other record keeping/paperwork	0.7 *(1.1)*	23.5 *(27.8)*	51.4 *(44.3)*	6.2 *(12.8)*	8.0 *(9.3)*	10.3 *(4.7)*
Meeting with other teachers on lesson planning, curriculum development, guidance	6.7 *(9.5)*	33.3 *(29.4)*	28.0 *(22.9)*	5.4 *(15.1)*	11.9 *(13.1)*	14.6 *(10.0)*
Coordinating a curriculum area or department	73.7 *(75.7)*	24.4 *(19.7)*	26.6 *(3.6)*	3.1 *(0)*	0 *(0.9)*	17.2 *(0)*
Supervising students (halls, field trips, playground)	28.7 *(28.2)*	24.4 *(27.5)*	26.6 *(25.4)*	3.1 *(0.4)*	0 *(0.1)*	17.2 *(18.4)*
Coaching or advising extracurricular activities	82.7 *(87.1)*	7.8 *(8.4)*	1.2 *(0)*	4.1 *(4.4)*	0 *(0.1)*	4.1 *(0)*
Communicating with parents/parent conference	16.2 *(13.3)*	61.0 *(59.1)*	16.9 *(24.0)*	0 *(0)*	0 *(0)*	5.8 *(3.5)*
Tutoring individual students	42.8 *(35.3)*	33.5 *(32.3)*	21.3 *(23.4)*	1.6 *(8.1)*	0 *(0)*	0.8 *(0.9)*
Academic counseling with students	64.6 *(62.0)*	31.5 *(33.7)*	0 *(0)*	3.9 *(4.2)*	0 *(0)*	0 *(0)*
Personal counseling with students	46.6 *(39.5)*	46.2 *(52.4)*	4.6 *(5.3)*	2.6 *(2.8)*	0 *(0)*	0 *(0)*
Informal student/teacher contact	26.1 *(22.7)*	41.4 *(34.3)*	16.9 *(25.7)*	2.0 *(2.5)*	0 *(0)*	13.6 *(14.7)*
Keeping up-to-date in my field	30.5 *(26.5)*	34.7 *(32.2)*	20.0 *(24.5)*	3.8 *(3.3)*	1.8 *(4.0)*	9.3 *(9.4)*

When queried, respondents had definite opinions and attitudes regarding LM-LEP student motivation and ability to learn. The following percentages of Chapter 1 R/E/LA and math teachers **disagreed** to some extent with the following concepts:

- LM-LEP students will always score below average regardless of the quality of the instruction (over 97 percent in each group);
- LM-LEP students do not wish to learn (100 percent in each group);
- LM-LEP students do not have the right background regardless of their desire to learn (between 75 percent and 77 percent in each group); and
- Most LM-LEP students have short attention spans (over 85 percent in each group).

Chart 2-5
Chapter 1 Math and R/E/LA Teachers' Opinions of LM-LEP Students' Motivation and Attitudes
(percentage response)

Motivation & Attitudes	Strongly Agree	Agree	Disagree	Strongly Disagree
	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*
No matter how good the instruction, most LM-LEP students will always score lower than average	0 *(0)*	2.2 *(0.1)*	50.6 *(53.5)*	47.1 *(46.4)*
Most LM-LEP students do not want to learn	0 *(0)*	0 *(0)*	21.3 *(29.5)*	78.7 *(70.5)*
Most LM-LEP students may want to learn but they do not have the right background for schoolwork	9.4 *(10.4)*	13.5 *(14.7)*	42.0 *(39.2)*	35.0 *(35.7)*
Most LM-LEP students have shorter attention spans	0 *(0)*	7.5 *(12.3)*	40.3 *(36.2)*	52.1 *(51.5)*

The following percentages of Chapter 1 R/E/LA and math teachers **agreed** to some extent with the following concepts:

- If they really tried, they could get through to the most difficult or unmotivated student (about 75 percent of the R/E/LA and 78 percent of the math);

- It is part of their responsibility to keep kids from dropping out (about 85 percent or more in each group);
- They should change their approach if some students in class are not doing well (approximately 98 percent in each group);
- Different teaching methods can affect a student's achievement (about 87 percent or more in each group); and
- They are making a difference in their students' lives (over 95 percent in each group).

When asked to indicate which of the following they felt was a student's most frequent source of success, the following percentages were obtained:

- The enthusiasm, perseverance, and motivation of the student (64 percent of the R/E/LA and 52 percent of the math);
- The teacher's effective methods (about 20 percent in each group);
- The student's home background (approximately 17 percent in each group); and
- The teacher's attention to the unique interests and abilities of the student (approximately 18 percent in each group).

Chart 2-6
Chapter 1 Math and R/E/LA Teachers' Opinions of Teachers' Responsibilities and Effectiveness
(percentage response)

Motivation & Attitudes	Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree
	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*
If I try really hard, I can get through even to the most difficult or unmotivated students	2.6 *(1.0)*	10.2 *(10.9)*	9.0 *(12.4)*	17.2 *(19.0)*	52.7 *(50.3)*	8.3 *(6.4)*
I feel that it's my responsibility to keep students from dropping out of school	2.5 *(2.7)*	0 *(0.3)*	8.3 *(6.3)*	5.6 *(10.4)*	54.2 *(48.3)*	29.4 *(32.0)*
If some students in my class are not doing well, I feel that should change my approach to the subject	0 *(0)*	0 *(0)*	1.6 *(1.7)*	16.6 *(22.9)*	61.8 *(55.5)*	20.0 *(19.8)*
By trying a different teaching method, I can significantly affect a student's achievement	0 *(0)*	11.3 *(11.5)*	0.6 *(1.2)*	16.9 *(18.0)*	55.4 *(53.0)*	15.8 *(16.2)*
There is really very little I can do to insure that most of my students achieve at a high level	50.6 *(40.9)*	35.1 *(40.6)*	8.0 *(12.1)*	3.7 *(3.7)*	2.6 *(2.8)*	0 *(0)*
I am certain I am making a difference in the lives of my students	0 *(0)*	2.5 *(2.7)*	0.6 *(0.6)*	11.1 *(17.0)*	48.7 *(46.7)*	37.1 *(33.1)*

Chapter 1 teachers were asked about the assistance and input they gave regarding decisions made concerning Chapter 1 student progress. About 38 percent in each group indicated giving input into the grade advancement of student; 65 percent in each group gave input regarding the permanent grouping for instructional purposes. About 57 percent of the Chapter 1 R/E/LA teacher respondents and 48 percent of the Chapter 1 math teacher respondents gave input regarding a student's reception of such special services as speech therapy or special education. Only 37 percent of the math respondents and 27 percent of the R/E/LA respondents had input in assigning course grades.

SECTION 3

CONTENT AND STRUCTURE OF SERVICES TO LM-LEP STUDENTS OUTSIDE OF CHAPTER 1 PROGRAMS

LM-LEP students receive services from a variety of sources including ESL/bilingual programs outside of Chapter 1 programs. As part of the Congressionally-mandated longitudinal study of the impact of Chapter 1 programs on students' academic achievement and behavior outcomes, a 1992 survey was conducted of all sampled students' teachers or aides of non-Chapter 1 ESL/bilingual programs.

The results of this survey indicate that approximately 90 percent of the non-Chapter 1 teachers and aides responding were female. About 49 percent were Hispanic and 47 percent were white, not Hispanic. Approximately 75 percent were ESL/bilingual teachers. Of the ESL/bilingual teachers who responded, about 82 percent indicated having permanent regular teaching certification or standard certification.

About 17 percent of the teaching respondents held a bachelor's degree, 28 percent had at least one year of course work beyond a bachelors (but no graduate degree), and 30 percent had a master's. Approximately 13 percent had at least 1 year of course work past a master's degree level and had received a professional diploma or were classified as an education specialist.

Respondents were also asked about the time spent during the last 12 months on in-service training. There was some diversity here. Approximately 40 percent indicated spending between 6 and 15 hours; about 22 percent spent less than 6 hours and 22 percent spent more than 35 hours. Over 70 percent felt that the in-service program helped improve instruction at least to some degree.

Sixty-five percent of the respondents described ESL/bilingual services as being intended to reinforce material taught in the regular classroom.

Approximately 54 percent of the ESL/bilingual respondents indicated that their classrooms were self-contained with students remaining with the same teacher for all academic subjects. About 45 percent were regrouped wherein students had the same teacher for most subjects but a different teacher for 1 or 2 classes. When asked who had responsibility for teaching basic skills to ESL/bilingual students, 34 percent of the respondents stated that they had the primary responsibility for this task; 45 percent stated that they shared the responsibility equally with a classroom teacher.

In describing the criteria used to determine which students receive ESL/bilingual services, over 85 percent of the non-Chapter 1 teachers and aides rated the scores from reading or other language arts tests as being the most important. Less than 10 percent identified the recommendation of classroom teachers, and only 3 percent indicated parental request.

Approximately 73 percent of the ESL/bilingual respondents provided direct ESL/bilingual instruction 5 days a week. Sixty-six percent of the responding ESL/bilingual teachers said that they did not have an aide. Of those teacher respondents who did have an aide, 60 percent felt that the aide was available in the classroom for an appropriate amount of time and about 76 percent believed that the aide exhibited a high level of competence in providing instruction to the ESL/bilingual class. Approximately 62 percent of the aides indicated that a high school diploma was their highest educational degree; about 25 percent had a degree or certificate based on less than 4 years of college.

Over 80 percent of the ESL/bilingual teacher aide respondents felt that they had sufficient materials to meet the instructional needs of most students. Approximately 70 percent indicated having an adequate supply of notebooks, papers, ditto masters, and adequate access to a photocopier and ditto masters equipment. About 60 percent indicated having an adequate supply of pens and pencils. Between 15 percent and 25 percent of the respondents stated that they sometimes ran low on such supplies.

Respondents were queried about the instructional materials they used in their ESL/bilingual classes. Approximately 42 percent used manipulatives, such as geometric shapes or puzzles, frequently, over 50 percent used textbooks and workbooks or practice sheets frequently, and over 80 percent frequently used teacher developed materials. Over 50 percent of the respondents seldom or never used programmed instructional materials wherein a student proceeds at his or her own pace. Approximately 80 percent seldom or never use TV. Over 60 percent use audio-visual materials at least occasionally. There was some variety in response regarding the use of life skills materials with approximately 20 percent never using them, about 33 percent using them occasionally, and 35 percent using them very frequently. While approximately 50 percent indicated not using computers in the classroom, about 37 percent stated that they were used throughout the year although not on a daily basis.

Chart 3-1
Percentages of Teachers/Aides Perceiving Adequacy of Supply Availability

Supplies	Adequate Amounts	Sometimes Run Low
Notebooks and paper for students	70.8	25.6
Pens and pencils	64.1	24.3
Ditto masters and access to equipment	71.1	16.3
Photocopier for instructional materials	70.9	16.2
Overall availability of basic supplies for student instructional use	64.8	27.7

In addition to the above materials, respondents also indicated using literature or trade books, (novels, biographies) children's newspapers and/or magazines, and ESL/bilingual instructional kits. Approximately 90 percent of the respondents used literature or trade books at least on an occasional basis, about 62 percent used ESL/bilingual instructional kits on a frequent basis, and 34 percent occasionally used a children's magazine and/or newspaper. Over half the respondents never used an adult newspaper and/or magazine or a computer with ESL/bilingual software.

ESL/bilingual teachers and aides were surveyed about the types of literature they emphasized with ESL/bilingual students. Approximately 70 percent of the respondents indicated giving at least moderate emphasis to fictional materials while about 55 percent gave at least moderate emphasis to myths or folktales. Less than 40% did so with biographies. Over 90 percent of the respondents indicated placing **major** emphasis on the following skills:

- Learning vocabulary;
- Developing listening skills; and
- Developing oral communication skills.

Approximately 80 percent stated that they placed a major emphasis on following directions. About 55 percent placed at least moderate emphasis on learning:

- Spelling;
- Writing and composition;
- Manuscript writing; and
- Grammar

Chart 3-2

Percentages of ESL/Bilingual Teachers/Aides Indicating Frequency of Use of Various Instructional Materials

Materials	Never Used	Seldom Used	Occasional Use	Frequent Use	Very Frequent Use
Textbooks	2.1	2.0	38.7	29.6	27.6
Trade books (e.g., novels, biographies, nonfiction)	4.1	11.0	47.7	19.1	18.2
Teacher-developed materials	0	8.4	9.4	53.4	28.7
Programmed instructional materials (students proceed at own pace)	36.1	21.5	4.4	29.3	8.8
Workbooks and practice sheets	2.8	10.6	29.7	21.7	35.3
Manipulative materials	3.6	3.4	50.0	26.4	16.6
Life skills materials (e.g., newspapers, forms, applications	20.8	11.1	33.0	35.0	0
Audiovisual equipment & materials (including VCR)	21.5	8.8	30.5	36.3	3.0
Television	57.4	23.1	15.9	3.6	0
Computers	38.0	13.9	18.5	20.2	9.4
Computer software	43.8	13.4	13.6	20.2	9.0
Vocational education equipment and material	55.4	21.6	14.5	7.9	0.5

Respondents were questioned about the emphasis placed on the development of such attitudes toward reading and writing. Approximately 84 percent indicated placing a major emphasis on the students developing an appreciation for reading and a desire to read. About 73 percent placed a major emphasis on the student's developing confidence in his or her ability to read. With regard to writing, about 65 percent indicated placing a major emphasis on the development of an appreciation for writing, a desire to write, and confidence in personal writing ability.

Chart 3-3

Teacher/Aide Assessment of Areas of Emphasis in Class for ESL/Bilingual Students

(Percentage Responses)

Areas of Emphasis	Major Emphasis	Moderate Emphasis	Little Emphasis	None	Not Applicable
TYPES OF LITERATURE					
Fiction	28.3	41.7	13.6	0	16.4
Poetry	5.6	63.1	17.4	3.2	10.6
Mythology/folk tales	18.8	35.7	23.0	1.0	21.4
Biography	2.9	35.8	26.4	11.5	23.5
Drama	10.4	43.7	16.0	5.8	24.0
Expository text	23.3	8.4	17.6	27.2	23.5
Other non-fiction	18.0	36.9	16.2	3.6	23.4
SKILLS					
Learning spelling skills	24.9	34.2	31.4	0.9	8.5
Learning writing and composition skills	38.7	32.4	19.4	1.0	8.5
Learning manuscript writing	17.4	46.7	15.3	7.3	13.3
Learning cursive writing	1.1	21.3	9.7	23.2	44.6
Learning vocabulary	92.9	4.1	3.1	0	0
Learning grammar	38.8	30.6	18.2	3.3	9.1
Developing listening skills	91.4	7.3	1.3	0	0
Developing oral communication skills	94.9	5.1	0	0	0
Learning to follow directions	80.3	19.7	0	0	0
Learning to comprehend facts and details	55.4	38.0	6.5	0.1	0
Learning to differentiate fact from opinion	15.5	44.6	22.2	6.6	11.1
Learning to draw inferences	19.3	43.2	25.9	8.5	3.1
Learning note-taking, study skills (e.g., outlining, organizing) and content area reading	4.8	16.0	20.4	18.0	40.9
Learning to use and interpret life skills materials (e.g., application forms, schedules, etc.)	0	33.0	20.7	8.3	38.0
Learning to develop criteria on which to evaluate reading materials	2.7	18.6	21.5	14.6	42.7
ATTITUDES					
Developing an appreciation for reading and the desire to read	85.2	8.4	0.9	4.9	0.7
Developing an appreciation for writing and the desire to write	63.7	17.3	14.1	4.9	0
Developing students' confidence in their ability to read	73.7	11.6	14.1	0	0.7
Developing students' confidence in their ability to write	68.1	14.8	17.0	0	0

When asked about providing instruction specifically to LM-LEP/LEP students in oral English, reading, and writing, the follow percentages of respondents indicated giving **major** emphasis to:

- Development of English vocabulary (over 75 percent);
- Comprehension and production in everyday conversational English (approximately 74 percent);
- Comprehension and production of the kind or level of spoken English used in the classroom (approximately 67 percent); and
- Pronunciation (about 53 percent).

The following percentages of respondents indicated placing **at least moderate** emphasis on:

- Mechanics of reading in English such as letter recognition and decoding skills (approximately 70 percent);
- Reading comprehension of narrative materials in English(approximately 56 percent);
- Mechanics of writing in English (approximately 58 percent); and
- Spelling of English words (about 45 percent).

Chart 3-4

Teacher/Aide Assessment English Skill

Areas of Emphasis in Class for LM-LEP Students

(Percentage Responses)

Areas of Emphasis	Major Emphasis	Moderate Emphasis	Little Emphasis	None	Not Applicable
ORAL ENGLISH					
Development of English vocabulary	78.2	3.6	0	1.4	16.9
Comprehension and production of everyday conversational English	74.2	7.5	0	1.4	16.9
Comprehension and production of the kind or level of spoken English used in the classroom	67.7	12.4	0.4	1.4	18.1
Pronunciation	53.5	18.8	8.9	1.6	17.2
READING					
Mechanics of English (e.g., letter recognition and decoding skills)	47.6	22.6	7.4	5.1	17.4
Reading comprehension of narrative materials in English	25.0	31.0	12.3	6.2	25.6
Reading comprehension of expository materials in English	15.3	34.9	13.5	10.3	25.9
Use of dictionary	12.6	9.0	26.9	12.5	39.0
WRITING					
Spelling of English words	19.2	26.4	28.2	8.1	18.1
Mechanics of writing in English (e.g., punctuation, capitalization, etc.)	30.2	28.8	14.2	8.4	18.4
Paragraph writing and simple story writing	22.5	18.5	21.0	11.7	26.3
Handwriting	6.6	16.5	26.9	13.8	36.2

As part of the ESL/bilingual instruction, over 90 percent of the respondents reported reading aloud to students at least once or twice a week and about 60 percent had students read books of their own choosing at least once or twice a month. About 40 percent had students complete ESL/bilingual workbooks and participate in peer tutoring at least once or twice a week. Approximately 22 percent reported taking or sending their class to the library a few times a year, and approximately 22 percent stated that they never did this.

Approximately 44 percent of the ESL/bilingual respondents indicated assigning about 5 hours (10 half-hours) of homework in an average week; about 40 percent did not typically assign any homework.

ESL/bilingual teachers and aides were asked about conferring with regular classroom staff regarding their ESL/bilingual students. About 80 percent indicated having informal discussions at least monthly with regular classroom staff; approximately 22 percent stated that they did this daily. Approximately 56 percent consulted at least monthly with regular classroom staff to develop written lesson plans for ESL/bilingual students and 60 percent held conferences or meetings at least monthly to discuss instructional coordination. Seventy percent shared written records of student progress at least monthly.

In evaluating student academic progress, ESL/bilingual teachers and aides were asked about consulting with other professional staff. Respondents indicated the following:

- Conferring with regular classroom teachers (approximately 40 percent did so weekly);
- Conferring with compensatory education or remedial teachers (about 24 percent did so monthly)
- Conferring with special education teachers (approximately 25 percent did no monthly).
- Only about 37 percent indicated conferring with other ESL/bilingual teachers at any time during the year.

With regard to evaluating the progress of ESL/bilingual students, over 80 percent of the respondents said they assisted in making decisions about such students' progress in the regular classroom with respect to grade advancement, class placement, group for instruction, or reception of such special services as speech therapy. Approximately 60 percent stated that they did not assist with decisions regarding course grades.

Chart 3-5

Frequency of Coordination Procedures Used by ESL/Bilingual and Regular Classroom Teachers

(Percentage Responses)

Procedures	Daily	Weekly	Monthly	Annually	Never
ESL/bilingual and regular classroom staff consult in the development of written lesson plans for ESL/bilingual participants	0	35.3	21.3	13.8	29.6
Meetings and/or conferences between ESL/bilingual and regular classroom staff are held to discuss instructional coordination	0	20.4	40.0	22.3	17.3
ESL/bilingual and regular classroom staff have informal discussions	21.5	39.6	22.5	11.7	4.8
ESL/bilingual and regular classroom staff share written records of student progress	0	20.7	49.9	23.2	6.2
Common planning periods are provided to regular and ESL/bilingual staff	3.0	23.5	16.3	9.7	45.5

Over 90 percent of the ESL/bilingual teacher or aide respondents disagreed that (1) LM-LEP score lower than average regardless of the quality of instructions; (2) the notion that most LM-LEP do not want to learn; and (3) that LM-LEP have shorter attention spans. When asked if they felt that LM-LEP may want to learn but do not have the right background, about 20 percent agreed, and 73 percent disagreed.

Approximately 40 percent of the ESL/bilingual teacher or aide respondents state that they provide most or all of the follow-up procedures to track a student's progress after he or she has stopped receiving ESL/bilingual services.

SECTION 4

HOW CHAPTER 1 SERVICES FIT INTO THE REGULAR SCHOOL PROGRAM

Demographics

A significant amount of material describing services within the Chapter 1 program is available. Of the respondents who completed the Chapter 1 Teacher or Chapter 1 Aide Questionnaire, over 95 percent were female. About 79 percent were white, and between 14 percent and 16 percent were Hispanic. Over 90 percent stated that they were employed regular, full-time, and 7 percent were regular part-time. Approximately 83 percent of the teachers had permanent regular teaching certification; around 11 percent were temporary, provisional, or had emergency certification. Over 40 percent of the respondents listed a bachelor's degree listed as their highest level of education, between 28 percent and 31 percent had 1 year beyond a bachelor's (but did not have a graduate degree), and between 22 percent and 25 percent had a master's degree.

In-Service Training

Within the past 12 months, between 14 percent and 18 percent of the responding Chapter 1 teachers had between 6 and 15 hours of in-service training. Between 29 percent and 39 percent had between 16 and 35 hours of in service, and approximately 37 percent stated that they had over 35 hours. Over 75 percent felt that the in-service program helped, to some extent, improve classroom instruction.

Purpose of Chapter 1 Instruction

Over 87 percent of the Chapter 1 teacher respondents stated that the purpose of Chapter 1 instruction within their school was to reinforce material from the regular classroom. When queried as to who has the primary responsibility for teaching basic skills to Chapter 1 students, less than 10 percent in each group stated that it was their responsibility. Over 70 percent of the Chapter 1 teachers believed that this was the regular classroom teacher's responsibility, and only 22 percent of the math and 15 percent of the R/E/LA Chapter 1 teachers

indicated that the responsibility was shared between the regular classroom teachers and themselves.

Classroom Structure

About 54 percent of the Chapter 1 math teachers taught self-contained classes while 42 percent regrouped so that a student had the same teacher for most subjects but a different instructor for one or two classes. Sixty-seven percent of the English Chapter 1 teachers were self-contained while only 30 percent regrouped.

Chapter 1 Coordination with Other Teaching Staff

Chapter 1 teachers were asked about coordinating with regular classroom staff as well as other teachers such as ESL/bilingual or compensatory education. Over 60 percent of the responding teachers in both groups reported conferring with regular staff regarding written lesson plans at least weekly. About 73 percent of the Chapter 1 math teachers reported attending meetings and conferences, at least once a month, with regular classroom staff to coordinate instruction. Approximately 67 percent of the R/E/LA Chapter 1 teachers did this as well. Eighty-eight percent of the Chapter 1 math teachers and 94 percent of the Chapter 1 R/E/LA teachers reported having informal discussions take place with regular staff at least weekly. There was a bit more diversity regarding sharing written records of student progress and having common planning periods. Among the Chapter 1 math teachers, approximately 14 percent reported sharing written records of student progress with regular classroom staff on a daily basis; about 49 percent reported doing so monthly, and 13 percent stated that they never did this at all. With regard to the Chapter 1 R/E/LA teachers, about 14 percent reported daily sharing of written records, 48 percent reported monthly sharing, and 14 percent stated that this was never done. At least 50 percent of both the Chapter 1 math and R/E/LA teachers stated that they never shared a common planning period. However, about 24 percent of the Chapter 1 math teachers and 28 percent of the R/E/LA teachers reported sharing a common planning period at least weekly.

Chapter 1 math teachers were asked about conferring with other teachers such as regular classroom, other compensatory or remedial teachers, or ESL/bilingual. About 79 percent of the math teachers reported conferring with regular classroom teachers at least weekly, 25 percent stated that they did so with other compensatory education or remedial teachers at least weekly, and 25 percent indicated conferring with ESL/bilingual teachers at least monthly.

Chart 4-1

Frequency of Coordination Procedures Used by

Chapter 1 Math and R/E/LA Teachers and Regular Classroom Teachers

(Percentage Responses)

Procedures	Daily	Weekly	Monthly	Annually	Never
	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*
Chapter 1 and regular classroom staff consult in the development of written lesson plans for Chapter 1 participants	16.1 *(14.4)*	53.7 *(47.5)*	12.4 *(12.9)*	6.2 *(5.5)*	11.5 *(19.7)*
Meetings and/or conferences between Chapter 1 and regular classroom staff are held to discuss instructional coordination	12.1 *(8.9)*	35.4 *(32.5)*	26.0 *(25.9)*	12.9 *(16.9)*	13.5 *(15.8)*
Chapter 1 and regular classroom staff have informal discussions	28.6 *(36.2)*	59.8 *(57.7)*	5.0 *(3.8)*	3.4 *(0)*	3.3 *(2.3)*
Chapter 1 and regular classroom staff share written records of student progress	13.7 *(14.4)*	8.2 *(17.5)*	49.4 *(47.8)*	15.7 *(5.6)*	13.0 *(14.7)*
Common planning periods are provided to regular and Chapter 1 staff	23.5 *(28.1)*	9.6 *(7.4)*	5.9 *(5.6)*	7.9 *(8.9)*	53.1 *(50.0)*

Chapter 1 R/E/LA teachers were asked about conferring with regular classroom, other compensatory or remedial, or ESL/bilingual teachers. About 73 percent of the R/E/LA teachers reported conferring with regular classroom teachers at least weekly; over 90 percent did so at least monthly. Approximately 25 percent stated that they conferred with other compensatory education or remedial teachers at least weekly, and approximately 20 percent indicated conferring with ESL/bilingual teachers at least monthly.

Use of Materials

When asked about the use of computers, between 29 percent and 35 percent of both math and R/E/LA Chapter 1 teachers reported not using computers. Between 16 percent and 18 percent reported using them almost daily. Approximately 18 percent of the responding math teachers indicated using computers on an occasional basis, for some units, throughout the year; only about 8 percent of the responding R/E/LA instructors used them at this rate.

The following materials were used by responding Chapter 1 math and R/E/LA teachers on a frequent basis. The percentage of Chapter 1 teachers using the material either frequently or very frequently follows:

- Textbooks (about 50 percent math and 57 percent R/E/LA);
- Trade books (about 33 percent math and 67 percent R/E/LA);
- Teacher developed materials (about 68 percent math and 79 percent R/E/LA);
- Workbooks and Practice Sheets (about 47 percent math and 47 percent R/E/LA); and
- Manipulatives (at least 85 percent in both groups).

The use of programmed instructional materials and TV was more diverse. About 50 percent of the Chapter 1 math teachers reported seldom or never using programmed instructional materials; about 28 percent used them occasionally. About 47 percent of the R/E/LA teachers seldom or never used them while 34 percent used them on an occasional basis. About 75 percent of the Chapter 1 math teachers seldom or never used TV; 24 percent used it occasionally.

Seventy-two percent of the R/E/LA Chapter 1 teachers seldom or never used TV; 27 percent used it occasionally.

When asked about using these materials for home assignments, the following results were obtained from both math and R/E/LA Chapter 1 teachers:

- About 28 percent of each used textbooks;
- Between 34 percent and 36 percent used trade books; and
- Approximately 32 percent of each used teacher developed materials.

Chart 4-2

Percentages of Chapter 1 Math and R/E/LA Teachers Indicating Frequency of Use of Various Instructional Materials

Materials	Never Used	Seldom Used	Occasional Use	Frequent Use	Very Frequent Use
	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*	Math Teacher *(R/E/LA Teacher)*
Textbooks	11.1 *(6.3)*	23.0 *(18.7)*	15.4 *(18.2)*	38.6 *(45.1)*	12.0 *(11.8)*
Trade books (e.g., novels, biographies, nonfiction)	25.4 *(10.3)*	17.5 *(14.8)*	23.1 *(23.9)*	31.4 *(44.0)*	2.6 *(7.1)*
Teacher-developed materials	0 *(0)*	0.5 *(0.6)*	26.8 *(19.4)*	37.5 *(37.9)*	35.2 *(42.1)*
Programmed instructional materials (students proceed at own pace)	23.4 *(25.3)*	26.6 *(21.7)*	27.8 *(33.6)*	15.9 *(14.3)*	6.3 *(5.2)*
Workbooks and practice sheets	2.8 *(4.7)*	7.6 *(13.2)*	43.1 *(34.8)*	30.5 *(32.1)*	15.9 *(15.2)*
Manipulative materials	1.0 *(0.2)*	0.3 *(2.4)*	4.1 *(12.5)*	40.6 *(43.0)*	54.0 *(42.0)*
Life skills materials (e.g., newspapers, forms, applications	18.1 *(9.9)*	33.7 *(35.2)*	41.9 *(46.9)*	4.6 *(4.1)*	1.6 *(3.9)*
Audiovisual equipment & materials (including VCR)	25.9 *(18.3)*	9.4 *(7.7)*	45.6 *(52.6)*	18.1 *(17.7)*	1.1 *(3.6)*
Television	60.3 *(54.7)*	15.1 *(17.6)*	24.0 *(27.0)*	0.6 *(0.7)*	0 *(0)*
Computers	27.7 *(30.6)*	3.6 *(0.6)*	20.8 *(13.0)*	24.0 *(23.0)*	23.9 *(32.7)*
Computer software	29.5 *(31.1)*	4.3 *(1.3)*	21.5 *(19.0)*	25.4 *(21.9)*	19.3 *(26.7)*
Vocational education equipment and material	58.9 *(66.2)*	19.6 *(17.0)*	20.6 *(15.8)*	0.5 *(0.4)*	0.3 *(0.7)*

Adequate Supply of Materials

Over 80 percent of both Chapter 1 math and R/E/LA teachers indicated that there was an adequate supply of notebooks, paper, pencils, pens, ditto masters, and access to the necessary equipment. Fewer respondents, about 73 percent of the Chapter 1 R/E/LA teachers and 68 percent of the Chapter 1 math teachers, felt that there was adequate access to a photocopier. In terms of overall availability, approximately 83 percent of the Chapter 1 R/E/LA, and 90 percent of the Chapter 1 math teachers felt that there was an adequate supply of materials.

Chart 4-3
Percentages of Chapter 1 Math and R/E/LA Teachers
Perceiving Adequacy of Supply Availability

Supplies	Adequate Amounts		Sometimes Run Low	
	Math Teacher	R/E/LA Teacher	Math Teacher	R/E/LA Teacher
Notebooks and paper for students	83.4	86.3	10.3	12.5
Pens and pencils	83.4	86.2	10.3	9.9
Ditto masters and access to equipment	83.9	82.4	5.8	7.5
Photocopier for instructional materials	73.3	67.8	18.1	20.2
Overall availability of basic supplies for student instructional use	89.9	83.2	9.3	15.9

Allocation of Time Outside of Regular School Hours

Chapter 1 teachers were asked about the amount of time they allocated to various school-related activities **outside** of regular school hours. The following percentage of respondents spent between 1 and 2 hours, during the most recent **full** school week, on the following activities:

- Planning preparation (approximately 53 percent R/E/LA and 52 percent math);

- Correcting papers such as homework (about 23 percent R/E/LA and 31 percent math); and
- Other paperwork (approximately 49 percent R/E/LA and 51 percent math).

The following percentages indicate teachers who spent up to one hour, during the most recent **full** school week, on the listed activities:

- Meeting with other teachers for lesson planning, guidance, etc. (about 41 percent R/E/LA and 44 percent math);
- Supervising students in halls, on field trips, etc. (about 41 percent R/E/LA and 37 percent math);
- Communicating with parents (about 75 percent R/E/LA and 90 percent math);
- Tutoring individuals (approximately 35 percent R/E/LA and 37 percent math); and
- Informal contact with students (approximately 45 percent R/E/LA and 54 percent math).

Over 70 percent of each group spent no time coordinating curriculum areas or departments, coaching or advising extra-curricular activities, or doing academic counseling. While between 55 percent and 57 percent in each group spent no time in personal counseling with students, about 38 percent in each group did so for less than 1 hour.

Chart 4-4
Teacher Time Spent on School Activities Outside of School Hours - Chapter 1 Math and R/E/LA Teachers Percent Responses (Percentage Responses)

Activities	None	Less than 1 hour	1 hour	2 hours	3 hours	4 or more hours
	Math Teacher (R/E/LA Teacher)	Math Teacher (R/E/LA Teacher)	Math Teacher (R/E/LA Teacher)	Math Teacher (R/E/LA Teacher)	Math Teacher (R/E/LA Teacher)	Math Teacher (R/E/LA Teacher)
Planning and preparing for teaching	2.6 *(8.5)*	4.0 *(6.1)*	13.4 *(18.9)*	38.4 *(34.2)*	11.1 *(12.1)*	30.6 *(20.2)*
Correcting papers/homework/tests	29.8 *(38.1)*	22.9 *(27.3)*	13.2 *(8.9)*	18.4 *(13.9)*	6.6 *(6.7)*	9.0 *(5.0)*
Other record keeping/paperwork	8.4 *(10.4)*	22.3 *(32.4)*	30.1 *(30.8)*	21.3 *(18.4)*	9.1 *(6.0)*	8.7 *(2.0)*
Meeting with other teachers on lesson planning, curriculum development, guidance	35.0 *(35.6)*	23.4 *(26.6)*	20.9 *(14.5)*	6.9 *(11.0)*	6.3 *(6.9)*	7.5 *(5.4)*
Coordinating a curriculum area or department	79.2 *(75.8)*	17.0 *(14.9)*	1.2 *(7.5)*	1.2 *(1.3)*	0.3 *(0.4)*	1.1 *(0.1)*
Supervising students (halls, field trips, playground)	40.7 *(35.3)*	16.4 *(17.7)*	20.6 *(22.8)*	12.5 *(12.8)*	1.7 *(2.4)*	8.1 *(9.0)*
Coaching or advising extracurricular activities	89.0 *(91.2)*	3.6 *(3.7)*	4.1 *(2.7)*	1.7 *(2.4)*	0 *(0)*	1.7 *(0)*
Communicating with parents/parent conference	15.4 *(20.9)*	67.5 *(56.0)*	11.8 *(18.8)*	0.9 *(1.6)*	1.1 *(1.3)*	3.2 *(1.5)*
Tutoring individual students	58.8 *(59.1)*	18.9 *(18.8)*	17.7 *(15.7)*	3.2 *(4.7)*	0 *(0)*	1.4 *(1.6)*
Academic counseling with students	71.7 *(77.4)*	25.7 *(19.6)*	0 *(0)*	1.6 *(1.8)*	1.1 *(1.3)*	0 *(0)*
Personal counseling with students	56.9 *(54.6)*	37.9 *(39.4)*	1.9 *(2.2)*	1.0 *(1.2)*	1.1 *(1.3)*	1.1 *(1.3)*
Informal student/teacher contact	35.0 *(42.4)*	35.7 *(32.5)*	17.5 *(12.2)*	1.7 *(1.0)*	1.1 *(1.3)*	9.1 *(10.7)*
Keeping up-to-date in my field	26.0 *(28.7)*	22.3 *(27.3)*	16.0 *(26.6)*	20.2 *(7.4)*	1.2 *(4.5)*	14.3 *(5.5)*

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When queried, respondents had definite opinions and attitudes regarding the motivation and ability of LM-LEP students to learn. The following percentages of Chapter 1 R/E/LA and math teachers **disagreed** to some extent with the following concepts:

- LM-LEP students will always score below average regardless of the quality of the instruction (over 95 percent in each group);
- LM-LEP students do not wish to learn (approximately 99 percent in each group);
- LM-LEP students do not have the right background regardless of their desire to learn (about 75 percent in each group); and
- Most LM-LEP students have short attention spans (over 87 percent in each group).

Chart 4-5
Chapter 1 Math and R/E/LA Teachers' Opinions of LM-LEP Students' Motivation and Attitudes
(percentage response)

Motivation & Attitudes	Strongly Agree	Agree	Disagree	Strongly Disagree
	Math Teacher	Math Teacher	Math Teacher	Math Teacher
No matter how good the instruction most LM-LEP students will always score lower than average	0 *(0)*	4.0 *(0.1)*	49.3 *(53.5)*	46.7 *(46.4)*
Most LM-LEP students do not want to learn	0 *(0)*	0 *(0)*	20.2 *(29.5)*	79.8 *(70.5)*
Most LM-LEP students may want to learn but they do not have the background for schoolwork	8.5 *(10.4)*	16.1 *(14.7)*	41.6 *(39.2)*	33.8 *(35.7)*
Most LM-LEP students have shorter attention spans	0 *(0)*	8.7 *(12.3)*	38.1 *(36.2)*	53.2 *(51.5)*

The following percentages of Chapter 1 R/E/LA and math teachers **agreed**, to some extent, with the following concepts:

- If they really tried, they could get through to the most difficult or unmotivated student (about 74 percent of the R/E/LA and 62 percent of the math);
- It is part of their responsibility to keep kids from dropping out (over 90 percent in each group);
- They should change their approach if some students in class are not doing well (over 90 percent in each group);
- Different teaching methods can affect a student's achievement (over 85 percent in each group); and
- They are making a difference in their students' lives (approximately 94 percent in the R/E/LA group and 88 percent in the math group).

Chart 4-6
Chapter 1 Math and R/E/LA Teachers' Opinions of Teachers' Responsibilities and Effectiveness
(percentage response)

Motivation & Attitudes	Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree
	Math Teacher (*R/E/LA Teacher*)	Math Teacher (*R/E/LA Teacher*)	Math Teacher (*R/E/LA Teacher*)	Math Teacher (*R/E/LA Teacher*)	Math Teacher (*R/E/LA Teacher*)	Math Teacher (*R/E/LA Teacher*)
If I try really hard, I can get through even to the most difficult or unmotivated students	3.6 (*2.9*)	12.1 (*15.0*)	6.1 (*8.3*)	31.6 (*21.0*)	30.4 (*37.2*)	16.1 (*15.7*)
I feel that it's my responsibility to keep students from dropping out of school	1.4 (*1.0*)	0 (*0.5*)	6.6 (*3.0*)	17.2 (*19.6*)	38.3 (*43.2*)	36.5 (*32.8*)
If some students in my class are not doing well, I feel that should change my approach to the subject	0 (*2.6*)	0.6 (*0*)	0.5 (*0.7*)	23.4 (*21.3*)	49.7 (*42.7*)	25.7 (*32.7*)
By trying a different teaching method, I can significantly affect a student's achievement	0 (*2.4*)	4.4 (*4.4*)	1.2 (*6.1*)	29.8 (*21.8*)	40.6 (*36.5*)	24.0 (*28.8*)
There is really very little I can do to insure that most of my students achieve at a high level	33.7 (*42.4*)	30.5 (*27.0*)	17.8 (*12.4*)	16.1 (*13.8*)	1.2 (*1.3*)	0.6 (*3.0*)
I am certain I am making a difference in the lives of my students	0.7 (*0.8*)	1.4 (*1.0*)	0.5 (*0.6*)	20.3 (*14.0*)	35.8 (*45.9*)	41.4 (*37.6*)

When asked to indicate which of the following they felt was a student's most frequent source of success, the following percentages were obtained:

- The enthusiasm, perseverance, and motivation of the student (36 percent of the R/E/LA and 29 percent of the math);
- The teacher's effective methods (about 21 percent in each group);
- The student's home background (approximately 20 percent in the math group and 17 percent in the R/E/LA group); and
- The teacher's attention to the unique interests and abilities of the student (approximately 15 percent in the math group and 11 percent in the R/E/LA group).

Chapter 1 teachers were asked about the assistance and input they gave regarding decisions made concerning Chapter 1 student's progress. About 56 percent in the math and 50 percent in the R/E/LA groups indicated giving input into the grade advancement of student; 46 percent in the math and 54 percent in the R/E/LA groups gave input regarding permanent grouping for instructional purposes. About 48 percent of the Chapter 1 R/E/LA teacher respondents and 58 percent of the Chapter 1 math teacher respondents gave input regarding a student's reception of special services such as speech therapy or special education. Only 19 percent of the math respondents and 24 percent of the R/E/LA respondents had input in assigning course grades.

SECTION 5

THE "TYPICAL" SCHOOL FOR LM-LEP STUDENTS

More than 13,000 schools were surveyed and asked to describe programs and services for their students. Services to LM-LEP students were included in the description, as were funding sources, methods used to determine entry into, placement within, and exit from ESL/bilingual programs, and integration of the LM-LEP students with English Proficient (EP) students.

Lnaguages Spoken in LM-LEP Classes

Schools that responded to the survey stated that 24 percent of the LM-LEP students in their schools attended classes where Spanish was used. Similarly 5 percent were in classrooms where Vietnamese was used, and fewer than 5 percent attended classes in which other languages were used. Ten percent of LM-LEP students reportedly attended classes where only English was used.

Chart 5-1
Percent of Students In Classes Where a Language Other Than English is Used to Teach LM-LEP Students

None is used	10.0 %
Spanish	24.3 %
Vietnamese	5.4 %
Chinese	1.8 %
Japanese	1.3 %
Korean	3.0 %
A Filipino language	2.7 %
Other	5.7 %
N = 3760824	

Funding Sources for the ESL/Bilingual Program Positions

Chapter 1 ESL/bilingual is not used as a funding source 26.6 percent of the time. It is used as a funding source in the following instances:

- Remedial reading, math, and language arts teachers (15.8 percent of the time)
- ESL/bilingual teachers (13.2 percent of the time);
- Teacher aides (not including ESL/bilingual or special education) (9.0 percent of the time); and
- ESL/bilingual aides (7.2 percent of the time).

Administrative staff, regular classroom teachers, social workers, counselors, psychologists and librarians were funded collectively by this source less than 6 percent of the time. Title VII is not used as a funding source in 34.5 percent of the instances. The state ESL/bilingual program is not used as a funding source 14.5 percent of the time. It is used as a funding source for the following:

- Administrative staff (15.8 percent of the time);
- Remedial reading, math, and language arts teachers (15.0 percent of the time)
- ESL/bilingual teachers (28.0 percent of the time);
- Teacher aides (not including ESL/bilingual or special education) (14.9 percent of the time);
- ESL/bilingual aides (25.7 percent of the time);
- Parent liaisons, home-school coordinators, etc. (12.0 percent of the time);
- Regular classroom teachers (7.0 percent of the time); and
- Special education teachers and aides, social workers, counselors, psychologists and librarians were funded by this source less than 7 percent of the time, collectively.

The local ESL/bilingual program is not used as a funding source 10.9 percent of the time. It is used as a funding source for the following:

- Administrative staff (25.4 percent of the time;
- Remedial reading, math and language arts teachers (12.1 percent of the time);
- ESL/bilingual teachers (26.4 percent of the time);
- Teacher aides (not including ESL/bilingual or special education) (3.6 percent of the time);

- ESL/bilingual aides (17.0 percent of the time);
- Parent liaisons, home-school coordinators, etc. (6.6 percent of the time);
- Regular classroom teachers (18.8 percent of the time); and
- Special education teachers and aides, social workers, counselors, psychologists and librarians were funded collectively, by this source, less than 10 percent of the time.

Chart 5-2
ESL/bilingual Program Positions by Funding Source

	Chapter 1 ESL/bilingual	Title VII	State ESL/bilingual	Local ESL/bilingual
Not used as a funding source	26.6 %	34.5 %	14.5 %	10.9 %
Administrative staff*	1.9 %	0.0 %	15.8 %	25.4 %
Regular classroom teachers	2.3 %	0.0 %	7.0 %	18.8 %
Remedial reading, math and language arts teachers (e.g., Chapter 1 state or local compensatory education - not including special education or ESL/bilingual)	15.8 %	0.0 %	15.0 %	12.1 %
Teacher aides (not including special education or ESL/bilingual)	9.0 %	0.4 %	14.9 %	3.6 %
Special education teachers	0.0 %	0.0 %	1.0 %	1.4 %
Special education aides	0.0 %	0.0 %	3.1 %	2.3 %
ESL/bilingual teachers	13.2 %	0.0 %	28.0 %	26.4 %
ESL/bilingual aides	7.2 %	0.0 %	25.7 %	17.0 %
Parent liaisons, home-school coordinators, attendance aides, etc.	0.9 %	0.0 %	12.0 %	6.6 %
Social workers	0.0 %	0.0 %	0.4 %	1.6 %
Counselors	0.0 %	0.0 %	0.9 %	1.1 %
Psychologists	0.0 %	0.0 %	0.6 %	1.6 %
Librarians/media specialists	0.6 %	0.0 %	0.9 %	0.7 %

Entry of LM-LEP Students into the ESL/Bilingual Program

The percents listed below show the amount of time the following methods were used to identify students speaking a non-English language for entry into the ESL/Bilingual program:

- Testing the student for oral and/or aural English proficiency (about 76 percent);

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- Testing the student for English reading proficiency (about 50 percent);
- Using a home survey (about 54 percent);
- Testing the student for oral and/or aural non-English proficiency (about 44 percent);
- Testing the student for non-English reading proficiency (about 37 percent);
- Using teacher judgment (about 37 percent);
- Testing the student in English for achievement in content subjects (about 39 percent);
- Using the judgment of the school staff (about 29 percent); and
- Honoring parental requests (about 27 percent).

Classroom grades or the judgment of the district staff was used less than 15 percent of the time. Parental consent was required for the student to enter the program approximately 48 percent of the time.

Placement in the ESL/Bilingual Program

The percents listed below indicate the amount of time the following methods were used to place students speaking a non-English language into the ESL/Bilingual program:

- Testing the student for oral and/or aural English proficiency (about 63 percent);
- Testing the student for English reading proficiency (about 49 percent);
- Testing the student for oral and/or aural non-English proficiency (about 23 percent);
- Testing the student for non-English reading proficiency (about 33 percent);
- Using teacher judgment (about 27 percent)
- Testing the student in English for achievement in content subjects (about 29 percent); and
- Honoring parental requests (about 23 percent).

Parental consent was required approximately 39 percent of the time whereas the individual use of classroom grades, or school or district staff judgment was less than 13 percent.

Chart 5-3
Methods Used to Determine Student Entry Into, Placement Within, or Exit from ESL/bilingual Program

	Entry	Placement	Exit	Not Used
Students are tested for English oral and/or aural proficiency	76.0 %	62.7 %	57.6 %	9.5 %
Students are tested for English reading proficiency	49.8 %	49.3 %	56.9 %	11.6 %
Students are tested for non-English language oral and/or aural proficiency	43.9 %	23.3 %	14.6 %	13.0 %
Students are tested for non-English language reading proficiency	37.2 %	33.1 %	24.0 %	21.1 %
Students are tested in English for achievement in content subjects	38.8 %	28.7 %	44.6 %	11.6 %
Students are tested in the non-English language for achievement in content subjects	17.7 %	22.5 %	16.4 %	29.2 %
Student non-English language is identified by a home survey	54.4 %	6.4 %	4.4 %	1.1 %
Teacher judgment	36.7 %	26.6 %	31.5 %	3.7 %
School staff judgment	28.6 %	12.3 %	14.2 %	13.7 %
District staff judgment	12.4 %	6.1 %	10.3 %	23.5 %
Parent committee recommendation	13.1 %	7.7 %	6.2 %	24.8 %
Classroom grades	14.5 %	12.1 %	13.9 %	11.5 %
Parent approval is required	47.5 %	39.1 %	21.8 %	7.4 %
Parental request (for entry or placement or exit) is honored	26.6 %	23.3 %	21.9 %	16.1 %
Other	10.0 %	0.9 %	8.9 %	2.7 %

Exiting the ESL/Bilingual Program

The percents listed below indicate the amount of time the following methods were used when students exited the ESL/Bilingual program:

- Testing the student for oral and/or aural English proficiency (about 58 percent);

- Testing the student for English reading proficiency (about 57 percent);
- Testing the student for oral and/or aural non-English proficiency (about 15 percent);
- Testing the student in English for content proficiency (about 45 percent):
- Testing the student in non-English for content proficiency (about 16 percent);
- Using teacher judgment (about 32 percent); and
- Honoring parental requests (about 22 percent).

Classroom grades or the judgment of the district staff was used less than 15 percent of the time. In approximately 22 percent of the time, parental consent was required for the student to exit the program.

Use of English and Non-English for Instructional Purposes

Schools described the languages used in teaching LM-LEP students reading and English/language arts as well as the languages used when instructing in other content subjects such as math, science, or social studies. When giving instruction to LM-LEP students in the subjects of reading and English/language arts, the schools reported that:

- The student's non-English language was used for support or clarification only about 17 percent of the time;
- The student's non-English language could be used for instruction approximately 16 percent of the time; and
- No use of the non-English language was permitted for instruction, support, or clarification less than 10 percent of the time.

With regard to the language used for instruction in content subjects such as math or science, schools reported that:

- Students were taught in English concurrently while learning English about 25 percent of the time;
- Students were taught in their non-English language, until such time as they were capable from benefiting from instruction in English, about 16 percent of the time; and

- Students were taught in both their non-English language and English approximately 9 percent of the time.

Students were not taught content subjects at all until they were sufficiently proficient in English to benefit from the English instruction only about 4 percent of the time, and students were taught in their non-English language for the duration of the time they received special services for about 6 percent of the time.

Chart 5-4
How Instruction in Content Subjects is Provided to LM-LEP Students

	Percent Using
Students will not be taught content subjects until they are sufficiently proficient in English to benefit from such instruction	4.4 %
Students will be taught content subjects in the non-English language for as long as they are receiving special services	5.6 %
Students will be taught content subjects in their non-English language until they are capable of benefiting from instruction in English	15.8 %
Students will be taught content subjects both in their non-English language and English	8.3 %
Students will be taught content subjects in English concurrently with learning English	24.6 %
Other	0.3 %

Integration of LM-LEP Students With English Proficient (EP) Students

Schools were asked about the extent to which LM-LEP students were integrated with English-proficient (EP) students throughout the school day. About 28 percent of the time, the LM-LEP students were mixed with the EP students in class throughout the day. LM-LEP students joined EP students for non-academic subjects such as art or music approximately 10 percent of the time; this was also true for non-instructional portions of the day such as homeroom or lunch. Both groups of students were together only for content subjects, but not for language instruction, less than 8 percent of the time. The least indicated response (less than 1 percent) separated LM-LEP students entirely from EP students throughout the day.

Chart 5-5
Extent LM-LEP Students Integrated with English-Proficient (EP) Students

	Percent Using
LM-LEP students are separated from EP students throughout the school day	0.4 %
LM-LEP students and EP students come together for non-academic subjects (art, music, etc.)	10.2 %
LM-LEP students and EP students come together for non-instructional portions of the day (lunch, homeroom, etc.)	10.1 %
LM-LEP students and EP students are mixed together in the same classroom throughout the day	28.4 %
LM-LEP students and EP students come together for content subjects, but are separated for language instruction	7.9 %
Some EP students are put in predominantly LM-LEP classes, to serve as role models	2.3 %
Other	4.6 %

Interaction of ESL/Bilingual Staff With Regular Classroom Staff for Purposes of Coordinating Instruction to ESL/Bilingual Participants

There are a variety of procedures that can be used to coordinate the instruction provided to ESL/bilingual participants with the regular instructional program. ESL/bilingual and regular classroom staff consult in the development of written lesson plans at least weekly 23 percent of the time and monthly 49 percent of the time. They do not consult at all 20 percent of the time. Forty-eight percent of the time, ESL/bilingual staff held meetings and conferences with regular classroom staff on a monthly basis; 18 percent of the time, no meetings or conferences were held at all. In 38 percent of the instances, informal discussions took place daily; 61 percent of the time they took place at least weekly and in 76 percent of the time, such discussions occurred at least monthly. Written records were shared at least monthly 38 percent of the time. While common planning periods never occurred approximately 49 percent of the time, they were done at least monthly 29 percent of the time. In 36 percent of the cases, the regular staff provided the ESL/bilingual instruction.

Principal Testing Materials Used With LM-LEP Students Compared to EP Students

Approximately 28 percent of the time, LM-LEP students used the same testing materials as EP students. Non-English versions of the same testing materials are used about 11 percent of the time, while non-English language testing materials, differing from the materials

used by EP students, were only used 4 percent of the time. English testing materials, designed specifically for students whose principal language is not English. and differing from those used by EP students, were used approximately 5 percent of the time.

Special Services Provided to LM-LEP Students and Their Families

Respondents reported that, in over 90 percent of the cases, either translation was made available to parents for meetings with teachers and school staff or the meeting was conducted in the parent's non-English language. Home visits were made to the families of LM-LEP students in about 60 percent of the cases, and a specific outreach worker was assigned to the family approximately 25 percent of the time.

Special services to LM-LEP students and/or their families are typically conducted in a non-English language. These services are rendered by the following staff:

- Special education teachers (about 6 percent of the time);
- Special education aides (about 23 percent of the time);
- ESL/bilingual teachers (about 77 percent of the time);
- ESL/bilingual aides (about 51 percent of the time);
- Parent liaisons, home-school coordinators, etc. (about 31 percent of the time);
- Counselors (about 20 percent of the time); and
- Psychologists and social workers were each indicated between 9 percent and 10 percent of the time.

CONCLUSION

Westat's secondary research using the first grade cohort from the Prospects database sheds further light on this subgroup of American students described as Language Minority and Limited English Proficient. The activities and services which are available for these special students include thousands of teachers and aides across the nation who are primarily targeted to serve this population.

LM-LEP students appear to enjoy many of the staff and services available for the general student population as well as additional support services in language training and outreach to their families. Well over three quarters of the teachers responding felt that they had adequate access to supplies and materials to teach the LM-LEP students. On the staffing side, while a number of the staff and services are funded through federal means, including Chapter 1 and Title VII efforts, half or more are often funded by state and local school budgets.

Teachers' views of LM-LEP students' abilities was overwhelmingly positive. While background (home life, environment, etc.) was cited as an area of concern, the respondents believed strongly in these students' ability to learn and desire to learn. The teachers of the LM-LEP students also felt that attention span was no more an issue that with other students.

Another important issue was that of the teachers' belief in their ability to produce change in the students. Teacher attitude tends to mediate teacher action. More than three quarters of the teachers of LM-LEP students believed they could "get through" to even the most difficult or unmotivated students and more than 80% felt that they had responsibility to help keep the student from dropping out of school. These are teachers that, given proper support and encouragement, will do well with their students.

On the home front, parents appeared to be actively involved in school activities, particularly those involving face-to-face contact with the teachers. Parental attendance at parent-teacher conferences was cited as high as 98 percent. In almost half the schools, parent served on committees which provided input into the entry process for LM-LEP and ESL/bilingual students.

The available data from Prospects can continue to provide future researchers with valuable insights on the content, structure and general applicability of the LM-LEP students enrolled in the cohorts.

Terms and Definitions Used in This Report

The following definitions, used in the collection of the ***Prospects*** data, apply to this report:

Bilingual program - A program in which the students who come from homes in which a language other than English is spoken and are given instruction in that non-English language in one or more major subjects.

English/Language Arts - Instruction of English composition, grammar, spelling, and/or literature.

English as a Second Language (ESL) program - An instructional program designed to teach listening, speaking, reading, and writing English language skills to LEP students.

Language minority (LM-LEP) student - A student in whose home a non-English language typically is spoke. Such students may include those whose English is fluent enough to benefit from instruction in academic subjects offered in English as well as students whose English proficiency is limited.

Limited-English-Proficient (LEP) student - A student whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction in English.

Reading - Instruction of specific developmental skills including word attack, vocabulary, and /or comprehension.

Regular Instruction - Instruction provided by a regular classroom teacher and excluding Chapter 1, other federal or state or local compensatory education, special education, special services for Limited English Proficient students, and remedial education services.

Special Issues Analysis Center

A Technical Support Center for the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

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